REPORT RESUMES

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DEVELOPMENT OF EXTENSION EDUCATION AT THE UNIVERSITY OF TEXAS, 1909-1952.

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UNIVERSITY OF TEXAS EXTENSION WORK BEGAN WITH THREE DIVISIONS OF WORK--FACULTY LECTURES, CORRESPONDENCE TEACHING, CIRCULATION OF READING MATERIAL ON SPECIAL TOPICS (THE BEGINNING OF THE PACKAGE LIBRARY SERVICE)--AND EMPHASIZED PUBLIC AND SOCIAL WELFARE, NUTRITION AND HEALTH EDUCATION, PARENT EDUCATION, AND PUBLIC LECTURES AND DEBATES. STUDY GROUPS (1912-47) STRESSED THE HUMANITIES AND CURRENT SOCIAL AND ECONOMIC SUBJECT AREAS. PUBLIC SCHOOL SERVICES SINCE 1911 HAVE FEATURED INTERSCHOLASTIC ATHLETICS, AND COMPETITIONS IN DEBATING AND PUBLIC SPEAKING, MUSIC, SPEECH AND DRAMA, AND JOURNALISM. TRADE AND INDUSTRY TRAINING, BEGUN IN 1920, SOON BROADENED TO INCLUDE SERVICES TO THE PETROLEUM INDUSTRY (BASIC, GENERAL, AND SPECIALIZED COURSES OFFERED DURING 1933-47, AND SUBSEQUENT SPECIAL PROGRAMS), AND NOW INCLUDES DISTRIBUTIVE EDUCATION. AUDIOVISUAL SERVICES AND TRAINING THROUGH THE VISUAL INSTRUCTION BEUREAU, MENTAL HYGIENE, COMMUNITY DEVELOPMENT, AND SCHOOL SURVEYS AND ADVISORY ASSISTANCE, HAVE ALSO GAINED PROMINENCE. THE PROGRAM OF INSERVICE TEACHER TRAINING, BEGUN IN 1941, ENTAILS FOUR YEARS OF DEPTH STUDY AND ANALYSIS OF CHILD DEVELOPMENT AND BEHAVIOR. IN NINE APPENDIXES ARE LISTED AVAILABLE BULLETINS, PACKAGE LIBRARY SERVICES AND CORRESPONDENCE COURSES, SLIDE SETS AND FILMS. (LY)

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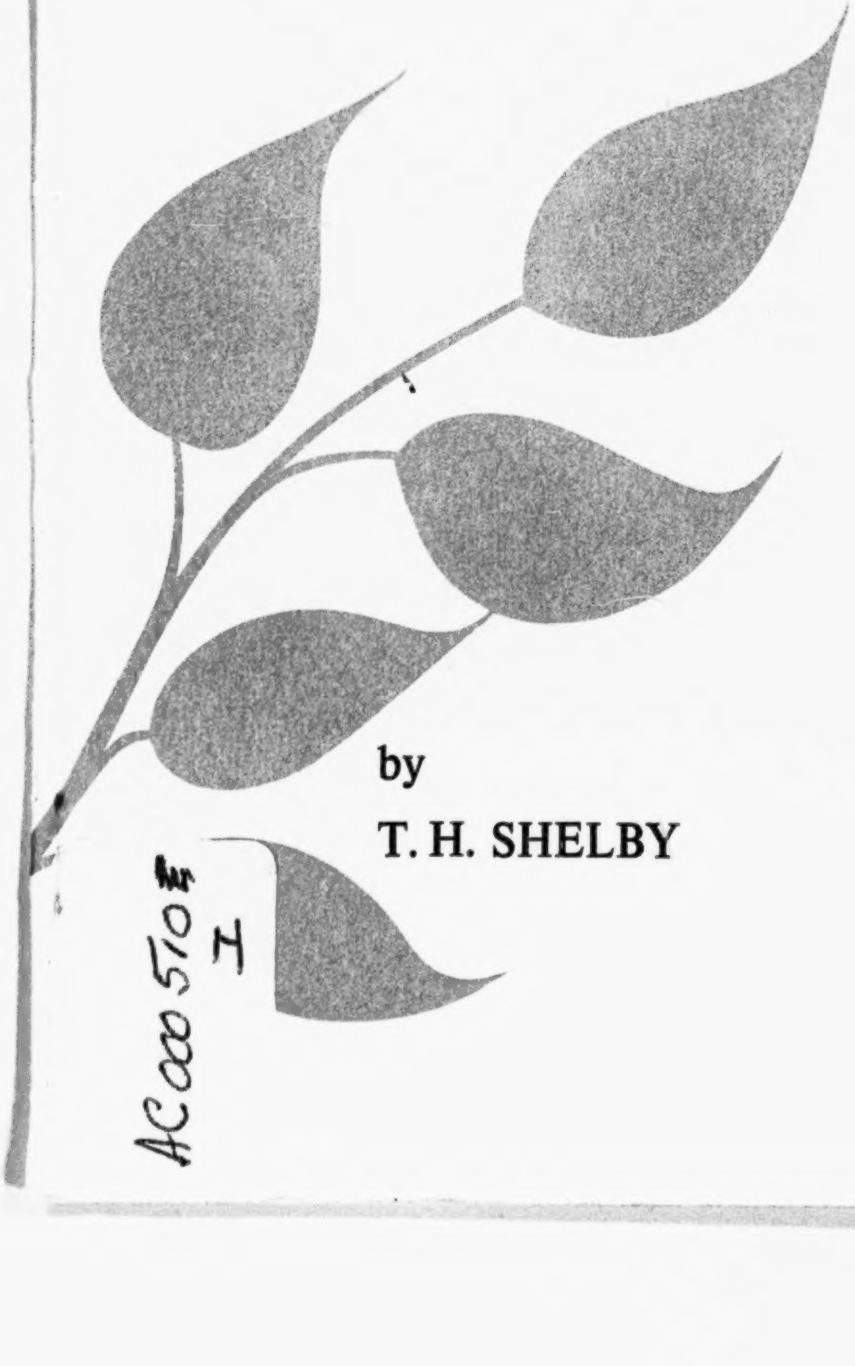

by

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Thomas Hall Shelby
Dean, Division of Extension, 1921-1951

FOREWORD

One of the important changes in our educational pattern has been the growth and development of extension education. Playing an important role in this development, both in Texas and the nation, was T. H. Shelby who served as Dean of the Division of Extension, The University of Texas, from 1921 to 1951.

Dean Shelby believed that education is a lifelong process: "The educated person of today will not be fully educated ten years hence for the reason that conditions change and civilization moves on. Learning is a continuous and necessary phase of modern life."

Although the Division of Extension at the University has made phenominal strides in recent years, the policies he outlined are still integral guidelines for its administration: "In all of its years of service, through two world wars, a major depression, and into these times of rapid change, the Division of Extension has been guided by three basic policies: (1) bringing the services of the University to people throughout the State of Texas, (2) keeping programs flexible and adapting them to changing needs, and (3) providing programs consistent with the standards and quality expected of a university."

Following his retirement in 1951, Dean Shelby spent the succeeding years in gathering and recording information for this booklet. We will forever be indebted to him for leaving us this history of the development of extension education.

James R. D. Eddy

CONTENTS

Extension and Adult Education in the United States 1

Early Extension Program at The University of Texas 7

Extension Teaching Bureau 21

Bureau of Public School Service 39

Industrial and Business Training Bureau 73

Package Loan Library 91

Nutrition and Health Education 99

Parental Education 103

Visual Instruction Bureau 107

Promotional and Cooperational Programs 121

Appendices 131

Extension and Adult Education in the United States

In the Colonial period of our American history, while emphasis was placed on the education of children as indicated by laws passed in the several states and especially in Massachusetts as early as 1647, no thought was given to adults except for the so-called Sunday School Movement. Credit for emphasis upon the need for education in a democracy, where the people are the rulers, goes to Thomas Jefferson, author of the Declaration of Independence and the Virginia Statutes on education. This concept took hold in all areas of the new republic.

The early leaders of the State of Texas were college-trained men in large part[1] and laid the foundation of an enduring system of schools in this great empire. The sentiment which inspired all these leaders is beautifully expressed in the words of Sam Houston and Mirabeau B. Lamar, presidents of the Republic of Texas.

Sam Houston said, "The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government."

Mirabeau B. Lamar said, "Cultivated mind is the guardian genius of Democracy and, while guided and controlled by virtue, the noblest attribute of man. It is the only dictator that freemen acknowledge, and the only security which freemen desire."

The progress towards an efficient system of education was slow and fraught with many difficulties and problems in the colonies which were to become the United States of America, as well as in Texas. For about 150 years little progress was made among the colonists, and education for the masses languished. Even after the Republic was established in 1789, it was nearly 50 years before any state had a real system. The leadership in establishing a system of public schools within the state, supported by public taxation, belongs to Horace Mann who was made Secretary of the Massachusetts State Board of Education in 1837. One by one the several states followed the leadership of Massachusetts, not only in establishing systems, but in passing laws requiring attendance of all children of certain ages and in establishing teacher training institutions. These provisions were meant at first to include only elementary schools, but the Supreme Court of the United States in the famous Kalamazoo Case in the 1870's held that tax funds could be used to support secondary schools.

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[1] Frederick Eby, The Development of Education in Texas (New York: The Macmillan Company, 1925), p. 80.

The latter part of the eighteenth century and the first quarter of the nineteenth century saw tremendous enrollments in secondary and collegiate schools, with an increasing proportion of students attending schools, colleges, and universities supported by taxes. Along with these came the development of extension and adult education. These developments in education were interestingly told by Dr. L. R. Alderman who was chief of adult education in the 1830's.[2] Enrollment in high schools increased from 200,000 in 1890 to 3,000,000 in 1924 and to twice that number in 1954.

In the 25-year period from 1900 to 1925, college and university attendance increased 700% compared with a population increase of only 50%. College and university attendance has grown by leaps and bounds since 1925. Dr. Alderman thought the second quarter of the twentieth century would go down in history as the period during which adult education would come into its own.

Several factors are involved in this movement toward extension and adult education One important factor is the recognition that adults can learn effectively. In the writer's own college days in the early 1900's, the education psychologists emphasized the belief that only in one's youth could learning be accomplished effectively. The idea that one cannot teach an old dog new tricks was emphasized. The mind was thought to have a plastic period when the synapses in the brain were being connected and when learning could be accomplished. After the age of 25 one could never hope to start a new line of education with great success. "You must," the psychologists said, "strike while the iron is hot."

This attitude toward learning efficiency has validity only in the sense that the sooner one gets the foundation load for his life's interests and the earlier he sinks his roots as it were into the soil of a life career, the more likely he is to carve out a distinguished career. In a sense, it is always too late to be what one might have been. One can never completely compensate for lost opportunities. For this reason, later education is vitally related to earlier education.

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[2] *Bulletin*, U. S. Bureau of Education (Washington, D. C.).

When these facts are admitted, it is folly with our present understanding of how adults learn to assume that they cannot progress educationally.

The experiments conducted by the distinguished psychologist, Edward L. Thorndike of Columbia University, reported in his book Adult Learning[3] which was published more than 25 years ago, give ample proof of the ability of adults to learn. The experimental data are conclusive. Thorndike demonstrated that adults can learn with effectiveness. In fact, they can learn faster than children. The age of maximum efficiency is about 25 years. After that, there is a very gradual diminution in effectiveness to the age of 50 and very little loss of ability until senility sets in which, of course, varies with individuals.

This finding of Thorndike's is verified by institutions and agencies which have had experience with teaching adults. There is much evidence that in fields in which one has become proficient learning efficiency continues to increase even to old age.

There is another angle to adult learning which was pointed out by Dr. A. Caswell Ellis, who was active for many years in the field of adult education. He developed much of the extension program at The University of Texas, was professor of psychology and philosophy of education in that institution, and developed one of the best programs of adult education to be found anywhere at Cleveland College in connection with Western Reserve University.

Dr. Ellis maintained that changes in interests develop throughout life, not simply through the period of childhood and youth. For example, a person who had shown little interest in music or art, in a new line of business or industry, in literature, or in a new hobby that relieves the humdrum of life may have this interest show up in mature life. This interest, which has been dormant or absent, suddenly gives a new zest to life and causes one to exert his utmost effort to accomplish results that are satisfying. This writer knew a lady who, at the age of 60 years, developed a compelling interest in vocal music. She purused this interest with enthusiasm and at 70 was a splendid soloist. One of the best preachers in Methodism practiced law, successfully, for 15 years. Cases illustrating this fact could be multiplied many times.

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[3] Edward L. Thorndike, Adult Learning (New York: The Macmillan Company).

This writer is convinced that the aging portion of our population, which is constantly increasing in numbers, offers an unlimited field for the development of latent talent and a vast reservoir of unused human resources.

The importance of tapping these human resources is emphasized when we consider the economical aspects. The earning power of the millions of adults above the age of 65 is staggering to the imagination. The importance of the matter is further emphasized when we think of the impact of the aging misfits on our social life. A solution of the problems by which they are beset would greatly decrease the numbers of mental cases which must be cared for at public expense and would greatly reduce the difficult circumstances created when misfits live with their own children and grandchildren.

THE STATE UNIVERSITY AND EXTENSION SERVICE

A recent university president, Frank Graham of North Carolina, had this to say: "The university of the people has the responsibility of taking the university--the professors, the books, the skills, the findings of research, the interpretations, the insights, the forums, the publications--to the people . . . to make all the resources of the university available beyond the college walls.

"Probably no other aspect of modern college operations, American-style, is so distinctive of the 'made in USA' variety of higher education as is this philosophy of off-campus extension."[4]

Without statewide service of this type, it is doubtful if citizens will continue to provide tax money to support the university adequately.

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[4] Clarence A. Schoenfeld, The University and Its Publics (New York: Harper & Bros., 1954), p. 181.

SPECIAL STAFF

There is a vast difference in the instructional appeal necessary in off-campus teaching and teaching on the campus. Unfortunately, because of low salaries and undue emphasis on grade records and so-called research of those employed to teach, many of the resident instructors are very poor teachers. Many of the young instructors and some not so young have no knowledge of psychology of learning or of methods of teaching. They literally buzz around in the classroom like a bumblebee in a bottle, assuming a superior air of importance and exhibiting erudition which utterly fails to inspire the student or to help him over the rough places. They are bookish and tend to accept rote learning rather than understanding of principles. They may have some influence on *what* to think but may never train pupils in *how* to think. To assume that teaching is to be taken for granted, if one knows his subject, is indeed a violent assumption. Promotion in rank and salary of the instructor purely on the basis of research and books or periodicals published or articles written is nothing short of misappropriation of the taxpayers' money. Do not mistake the point of view. No amount of study in how to teach will compensate for knowledge of subject material. We can never teach what we do not know. University instructors must be scholars. Teaching, however, involves an attitude, a point of view, and skills which mere scholarship will never guarantee.

No factor would be more deadly to a program of extension teaching than to place a group of extension students in the hands of such a "dumb cluck," so far as teaching ability is concerned, as has been described above. They will most certainly drop out of class in large numbers after the first two or three sessions. Adults will not tolerate incompetence in leading their thinking. The poor campus student on the other hand is helpless unless he wants to fail the course.

> To overcome the antipathy of the campus-bound professor for extension, and to exploit the special points of view and techniques which adult education requires, university public service requires a special staff. His commitments and his predilections do not permit the resident staff member to function effectively, day in and day out, as a circuit rider. Extension at Michigan State, for example, demands a man

whose eyes are focused, not on the winding Cedar, but on Escanaba and Detroit. Extension in Maryland requires a man oriented to the language of Boonsboro more than of College Park. . . .

Building an extension staff which reflects both solid scholarly achievement and vibrant public focus is undoubtedly one of the neatest tricks in higher education today.

To set up some mellowing cross-winds between the climate of the campus and the upstate climate, it might be well to consider a system of rotating tours of duty for university instructors, in which Resident Instructor A spends a year or two at an off-campus extension center before he is allowed to become an assistant professor at home base, and Extension Instructor B spends a year or two at the central campus before he becomes an assistant professor in the outfield. Such a plan might be expected to assure off-campus communities that there was in fact no distinction between the caliber of resident and non-resident personnel; it would carry to the hustings the academic atmosphere of the mother campus; and it would bring a breath of fresh, bucolic air to the central ivied halls.[5]

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[5] Ibid., pp. 194-195.

Early Extension Program
at The University of Texas

The Division of Extension at The University of Texas had its beginning in the fall of 1909 under the administration of President Sydney E. Mezes, with the approval of the Board of Regents of the University.

The available evidence indicates that the action taken to establish the work was an outgrowth of a trip, at the suggestion of President Mezes, of Dr. William Seneca Sutton of the Department of Education (now the College of Education) and John A. Lomax, secretary of the Ex-Students Association of the University. These gentlemen visited the University of Wisconsin, among other universities, and investigated the program then underway in that institution.

Dr. Sutton, who was a far-seeing educator, became enthusiastic over the Wisconsin program and remarked in the presence of this writer that "if any citizen anywhere in Wisconsin has need of service in the matter of education, there the University of Wisconsin will be found ready to render first aid."

In his inaugural address as President of the University on November 25, 1908, Dr. Mezes made the following observation:

> I take it to be obvious that the controlling function of a state university is to give its best service to its State along the lines of its capacity. Nor is it difficult to discern, in a broad way, the directions in which a state university is capable of doing service. Its foremost duty is to train for enlightened and loyal citizenship the children of the State in attendance. And of equal importance, though of less urgency, are the duties of "increasing and diffusing knowledge among mankind." I shall consider these duties in the reverse order of their mention.
>
> I believe the general risk of prophesy to be at its minimum in the statement that much more will be done than has been done to diffuse knowledge among the people,

to spread knowledge and its services far and wide through the mass of a body politic. Admitting that a large part of the most difficult and important among scientific truths must continue to be the exclusive possession of the few, it still remains a fact that, with good will, a larger diffusion of helpful scientific information among the masses could be secured. Such diffusion is too often undertaken by inexpert agencies, and it is time that at least a few of the selected and trained scientists in universities, especially in state universities, should recognize this as a legitimate and important task.

Universities already send out bulletins containing valuable information, stated in readily comprehensible terms. The future will no doubt see many bulletins issued to one that now appears, and will see a growingly successful effort at stating facts and conclusions so plainly and briefly as to place them at the easy disposal of the average busy man.

And another function of the University will certainly be to spread knowledge that has been gathered not by ourselves, but by others. In public reports and documents, in the proceedings of learned societies, in the discussions and reports of philanthropic bodies, to mention but a few sources, exist, as far as the average man is concerned, entombed, a literally countless number of facts and conclusions of the greatest value. Why does it not fall within the legitimate role of a state university to convey to the people these highly useful items of information?

Useful information should, in fact, be conveyed both by the written and by the spoken word alike, on the one hand, through brief and terse leaflets, and more extensive and consecutive bulletins, and, on the other, through public lectures delivered at convenient points in the State, at hours after work time, when busy men and women have laid aside toil and thought of material things and are ready to devote some of their spare hours to keep alive, or to awaken, their intellectual interests.

In a number of states an indirect method of services through knowledge diffusion is employed by institutions of higher learning. In Wisconsin, for instance, the chairman of the State Rate Commission was taken from the University

> faculty; the Tax Commission depends upon the University for its scientific advice in appraising the property of the State; the Railroad Commission depends upon professors to make the calculations of the value of public utilities; and the professors in law and political science assist the committees of the Legislature, in some cases framing important legislation. There also exists a legislative library under the charge of a doctor of philosophy of the State University, who also lectures to its students. Bills are framed in his office; legislators secure from him accounts of legislation that has been tried in other states and countries, and also statements of the experience with the legislation reported. The majority of the bills of the Legislature are, in fact, drawn up in this reference library.
>
> A university is capable of rendering such services. The daily business of many professors is to search out and study masses of facts that state officials can secure and digest only with very great trouble. That The University of Texas will perform such service for the State some time in the future, giving of its knowledge freely for the uses of the people, no one can well doubt. There is no desire to urge or even to offer these services, but in the State's own good time, and in the way that it desires, the University will be ready, in this as in other matters, to do what it can for its own people.[1]

This evidence of a broad concept of the needs of the people and of the fitness of the university to fill these needs shows that Dr. Mezes had the vision of the place of a state university and accounts for his decision to send Dr. Sutton and Mr. Lomax to other states to find out and report on what was being done along this line.

University extension as we know it today in the United States really had its beginning in Wisconsin in 1906 or 1907 under the leadership of Dr. L. E. Reber, Dean of the Division of Extension, and Dr. Van Hise, then President of the University of Wisconsin.

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[1] Bulletin of The University of Texas, No. 113 (Austin: The University of Texas Record, December, 1908), pp. 283-285.

The program there had two aims, viz., formal teaching, by correspondence and class, of students within the state who are qualified for such study but who for one reason or another are unable to attend the campus instruction, and informal service to individuals, organizations, and communities in the general field of education and culture. The philosophy behind this program was expressed by Dr. Reber in words such as these:

> There are certain areas of service which the people of the state need. The state university because of its personnel, library, and laboratory resources is the agency best qualified to render such service; therefore, it should do so through its extension program.

This has been the guiding philosophy in establishing extension programs in practically all the state universities throughout the United States. It should be understood that this service of a state university may properly be designated as General University Extension as distinguished from the extension program in Agriculture and Home Economics which has been carried on by the agricultural and mechanical colleges in the several states.

The program at The University of Texas was started in September of 1909 with Dr. H. Y. Benedict as Director. In the action taken by the Board of Regents on June 7, 1909, approval was given under the caption Special Expense of $5,000 for the Extension Department.[2] In approving the plan, the Regents gave authority to the President of the University to work out plans and proceed, with the approval of the Chairman of the Board. The designated activities of the department were correspondence teaching, lectures by the faculty members, and the furnishing of libraries on particular subjects. The reading material furnished was in the fields of prohibition with respect to intoxicating liquors, the state's penitentiary system, and woman's suffrage. These were live, political issues in those days in Texas. It was out of this beginning that the Package Loan Library developed.

The correspondence work got underway in September, 1909, and from the beginning was well received by the people of the state.

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[2] Minutes of Regents (Austin: The University of Texas, June 7, 1909).

The present writer heard Dr. Benedict, then Director, say that while lectures by the faculty were offered to the people of the state, no requests came, and, as he jokingly said, the people didn't want to hear lectures from the professors.

By 1911 there were four lines of service. The quotation below is pertinent in this connection.

> The object of this Department of Extension is to extend the advantages of the University, as far as means permit, to those persons who desire to profit by University instruction while living at home. In other words, the Department of Extension represents an attempt to carry the University to the people, to place its staff of instruction and equipment at the service of studious persons living in various parts of the State, thereby more efficiently carrying out the purposes for which the University was founded and is maintained.
>
> The work of the department is carried on under four divisions: Correspondence, Public Discussion and Information, Lectures and Lecture Courses, and Educational Exhibits.
>
> In the Correspondence Division, 152 correspondence courses are now offered in 22 subjects, including all the courses necessary for raising a First-Grade Teacher's Certificate to a Permanent Certificate and . . . a Permanent Primary Certificate to a Permanent Certificate. With few exceptions, each of these courses, when satisfactorily completed, counts as one third of a credit toward a degree, subject to the same conditions as the same work taken in residence, provided only that not more than half of the work required for a degree may be taken by correspondence.
>
> The fee for each correspondence course is seven dollars, payable in advance. The necessary textbooks and equipment must be furnished by the student, and he must also pay the postage one way on the lesson papers. In some courses reference books for parallel reading are loaned by the University Library. No entrance examinations are required of applicants for work by correspondence, due care of course being taken to prevent students from registering for work for which they are unprepared.

> The correspondence work is being conducted along lines already approved by successful experience in various places. The total registration for 1910 was 331; for 1911, 635.
>
> In the Public Information and Welfare Division bibliographies are ready to be sent out dealing with Prohitibion, Municipal Ownership of Public Utilities, Commission Form of Government for Cities, Educational Improvement and Social Reform, Compulsory Education, Free Raw Materials; and traveling libraries dealing with The Liquor Problem, Penitentiary Reform, and Municipal Ownership of Public Utilities.
>
> In the Lecture Division provision has been made under suitable restrictions for the delivery of lectures and lecture courses in Texas towns by members of the staff of instruction of the University.
>
> In the Educational Exhibits Division it is the purpose to send exhibits to fairs and other large gatherings in order to call the attention of citizens in a striking way to crying social and civic needs and to suggest the best methods of meeting these needs.
>
> Those interested in taking up correspondence courses, in getting information on public questions, in securing lectures by University instructors, or in any of the phases of extension work should write to the Director of the Department of Extension, The University of Texas, Austin, for the pamphlet entitled "Announcements Relating to the Work of the Department of Extension."[3]

Dr. Benedict became Dean of the College of Arts and Sciences in the fall of 1911, and Dr. A. Caswell Ellis, who was at that time Professor of Psychology and Philosophy of Education in the Department of Education, was selected as his successor. Dr. Ellis filled the position as Director of Extension for the years 1911-1912 and 1912-1913. He was succeeded in the fall of 1913 by F. M. Bralley who for the last three years had been State Superintendent of Public Instruction for the State of Texas.

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[3] *Bulletin of The University of Texas,* No. 212, Official Series No. 65 (Austin: The University of Texas, December 22, 1911).

The Division operated in the fall of 1914 under the following heads: Correspondence Instruction, Public Welfare, Public Discussion, Home Welfare, Public School Improvement, Public Lectures and Publicity, and Child Welfare.[4]

These terms, Child Welfare, Correspondence Instruction, Home Welfare, Public Discussion, and Public School Improvement, are all significant, if sometimes overlapping in their implications of the practical aspects of the thinking of those responsible for planning the program.

The following data indicate the concept of service of the Department in 1914.

THE DIVISION OF PUBLIC WELFARE

It is the purpose of this division to go into the field and investigate the economic and social conditions in the state, with a view of collecting such reliable data as may present a basis for intelligent efforts at improving such conditions. It is hoped that through this Department the citizens of the state may have the advantage of unbiased University experts, who can come to them and advise with them whenever they wish to plan any economic and social movement. The time of one or more persons will be devoted to the various problems of rural economy, sanitation, social life, finance, marketing, and kindred subjects.

THE DIVISION OF PUBLIC DISCUSSION

This division has for its purpose the encouragement and intelligent direction of public discussion and debate, both in schools and out of them. Bulletins have been issued giving advice regarding the organization of debating clubs, and furnishing lists of references for reading and preparation for debate on a number of topics. Loan libraries on important subjects, such as prohibition, woman suffrage, initiative and referendum, prison reform, compulsory education, the commission form of city government, municipal ownership of public utilities, the tariff, and free raw materal, have been prepared and are being loaned to such clubs and individuals as request them. The University Interscholastic League has been successfully organized, and it is the hope of this division to assist in developing the school as a social center through which the community may become better informed. County organizations belonging to the League hold annually county contests in debating, declamation, and athletics. Every school in Texas should be interested in this work, and a League should be organized in each county. Upon request the Constitution of the League, together with bulletins and other information, will be mailed.

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[4] Bulletin of The University of Texas, No. 372 (Austin: The University of Texas, November 20, 1914).

THE DIVISION OF HOME WELFARE

The division deals specifically with all problems relating to the home, and exists primarily for the benefit of the homemaker and with a view of placing the home on the same intelligent and prosperous basis which characterizes other progressive institutions. Lecturers and demonstrators will attend fairs, county educational rallies, and make a limited number of engagements through the medium of women's organizations, to give specific instruction on subjects of vital interest to the home. Bulletins will be issued frequently on matters pertaining to the home and may be had on application to the Department. Questions will gladly be answered at any time on matters pertaining to the welfare of the home. Further information may be obtained by writing to the division.

THE DIVISION OF PUBLIC SCHOOL IMPROVEMENT

This division has in charge the various educational exhibits sent out by the University to the fairs and other large gatherings, to call to the attention of the people certain needs of Texas and to point out the most intelligent methods of meeting these needs. These exhibits cover such vital subjects as school buildings and school hygiene, plays and playgrounds, use of schools as social centers, medical inspection of schools and care of the feebleminded. Information on miscellaneous subjects is furnished through the cooperation of men in the faculty who have expert knowledge in their various fields. Ready-made lectures, accompanied by slides, are sent out to responsible people who are attempting local improvement. Short, practical bulletins have been prepared on many such timely subjects as Wholesome Cooking Under Rural Conditions and Beautification of Home and School Grounds. Pamphlets have also been issued on One- and Two-Room Rural School Buildings, Three- and Four-Room Rural School Buildings, and Remodeled Rural School Buildings. These contain full detailed drawings and detailed architect's specifications. As its title indicates, the activities of this division are diversified. The aim of the division is to be useful in the homes and in the schools of the state, and to this end correspondence with communities that desire its cooperation is invited.

THE DIVISION OF PUBLIC LECTURES

In the Division of Public Lectures the University undertakes to provide competent, trained, and impartial speakers, chiefly from among its faculty, to present to the people the great questions of the day, and interesting phases of literature, science, and art. It is by no means the purpose of these lectures to be merely amusing; the attempt is made to present in a popular and attractive form a definite amount of reliable instruction. A special bulletin setting forth the available lectures has been prepared and will be sent upon application.

THE DIVISION OF CHILD WELFARE

The Division of Child Welfare investigates local conditions affecting children and assists in plans for bettering the conditions affecting childhood. The hygienic and sanitary conditions of schools have been given much study, and through bulletins, letters, and lectures help is given to school boards in planning new schoolhouses and in remodeling old ones to make them more hygienic. The feebleminded and delinquents have been studied and assistance given in drafting laws to care better for them. Numerous other studies will be taken up as rapidly as funds are made available. A psychological clinic will next year be established at the University to which abnormal, or atypical, children may be brought for diagnosis. At present the division gives free advice by mail on any matter pertaining to child welfare.

THE DIVISION OF CORRESPONDENCE INSTRUCTION

Teaching by correspondence has long since passed the experimental stage. While the University recommends resident work when residence is possible, believing that the experience of meeting and mixing with fellow students and the consequent training in real democracy, as well as the personal contact with and inspriation from the teachers, is invaluable, yet the authorities of the University also realize that correspondence study offers substantial advantages. In correspondence instruction the teaching is entirely individual; each student, no matter how diffident or how lacking in aggressiveness, comes into individual relation with the instructor in a way impossible in the crowded classroom. He recites the whole of every lesson with a consequent advantage to himself that is obvious. Full opportunity is given to discuss all difficulties in writing, and this written discussion in itself affords valuable training. Further, a correspondence student is not hampered by the usual time regulations; he may take up a study at his convenience without awaiting the fixed date of a college term, and he may push the work to completion as rapidly as he is able to master it. Moreover, correspondence work develops in a marked degree initiative, self-reliance, accuracy, and, above all, perserverance.

Let us bear in mind that this effort at serving Texas was based on the knowledge that those were the horse and buggy days, that Texas was more than 75% rural in its population, and that there were thousands of communities grouped around the one-, two-, and three-room schools. It should be remembered, too, that teachers were poorly prepared for their jobs and that social life, such as it was, revolved around the rural school and the rural church. Leadership in the community was scarce, and ideas for home, school, and community improvement had to come from outside the community. The P.T.A. and other women's club programs were in the infancy of development.

In other words, we lived under primitive conditions. The very terms connote service to the people of the state on a level that would be most useful to them at the then stage of development. The terms indicate improvement in houses, child development, and public welfare through better information, discussion of common problems, and better schools--in a phrase, improved living. It is as erroneous to assume that this service from the University must be on the university level, academically speaking, as to assume that service to farmers and homemakers from the Extension Service of Texas A & M must be on the college or university level. It is service to the people on whatever level this service is needed, predicated on the theory of the greatest good to the greatest number. What finer public relations than the realization of the average citizen that his University, which he supports with taxes, serves him as well as teaching his children. No state university that neglects this responsibility can really become or remain a university of the first class in the eyes of the state's citizens.

The staff consisted of 19 people, and the work was divided into the seven divisions indicated above. The Division of Public Welfare proposed to be of aid to citizens of the state in dealing with problems of rural economy, sanitation, social life, finance, marketing, and kindred subjects. Well does the writer of this document remember the seriousness of some of these problems. During his earlier years, 1890 to 1900, he saw cattle sell on the market for four dollars a head for ordinary stock cattle and eight dollars each for fat cattle suitable for slaughter. He saw cotton sell for four cents a pound, wheat for 25 cents a bushel, good East Texas molasses for 40 cents a gallon, bacon for four cents a pound, and eggs for five to ten cents a dozen. In his boyhood, near the end of the last century, health conditions in the mosquito-infested area of eastern Texas were most serious. Malaria and typhoid fever and hookworm were rampant. The causes of malaria and typhoid fever were not generally known, even to most of the doctors in rural areas.

In 1910 the urban population of Texas (2, 500 or more population) was 938,104 while the rural population was 2,958,438. Percentagewise this shows only 24% urban. Marketing of farm products constituted a real problem to the farmer, especially with respect to perishable products such as watermelons, cantaloupes, vegetables, and fruits. The writer hauled watermelons three miles and placed them on the railroad car for three cents a melon. The weight of the melons averaged 60 pounds or more. Cantaloupes in Wilbarger County (the writer's home) were shipped and turned down for the freight. Peaches (fine Elbertas in Smith County) brought 50 cents per bushel for the choicest five bushels in a wagon load of 20 bushels.

There was little social life except for an occasional all-day Sunday service at the church with dinner on the ground, and a protracted meeting of some two weeks in the summer. Dances, attended only or largely by the non-church group, were held at various homes occasionally.

The Division of Public Welfare, as shown above, sought to gather statistics on the matters discussed above and to send such experts as were available for this type of service to the communities. Much of the work was in the form of lectures, with lantern slides to illustrate. Too often, perhaps, the experts went over the heads of their audiences whom they sought to instruct. The Extension Department employed a limited number of persons who had special abilities in the community programs. Among these were C. B. Austin, George S. Wehrwein, W. A. Schoenfeld, A. J. Robinson, Mary E. Gearing, Jessie P. Rich, Edith Allen, E. V. White, E. E. Davis, Amanda Stottzfus, John A. Lomax, A. Caswell Ellis, and N. L. Hoopengarner. These persons were employed under the several divisions indicated above, not simply in the Division of General Welfare.

With the coming of the Federal Smith-Hughes Law in 1917, extension programs in agriculture and home economics were expanded at the Agricultural and Mechanical College. This program soon took over much of the University's program that had been envisaged by Dr. Ellis and others. The problems of rural life in the various subject areas named above more and more came to be recognized as within the scope of the program at the A & M College.

The university part of the Smith-Hughes Law was limited to vocational and industrial matters, and in these fields both institutions functioned, with some efforts on the part of those responsible for the program to divide up the field.

It was during this period from 1914 to 1916 that funds were secured from the Rockefeller Foundation to tackle the problem of health and sanitation in the eastern section of the state. Particular attention was given to the problem of eradicating hookworm. A group from the Extension Department with lanterns and slides visited communities, demonstrating how to construct sanitary toilets, the necessity of shoes for children, and related means of combating the disease. These meetings were usually held at the schoolhouses, and the visiting teams lived in the homes of the people. This was the beginning of a program of education which was later taken over, in large part, by the State Health Department.

It also led to the establishment of the Bureau of Health Education in the Department of Extension, which for many years stimulated an interest in and knowledge about health in growing children.

Mr. Bralley resigned to become President of the College of Industrial Arts (now Texas Woman's University) in the fall of 1914, and Dr. Ellis returned as Director of the Bureau of Extension, as it was called then.

An interesting development during Dr. Ellis' second term as Director of the Bureau of Extension, occurred during 1915. He suggested that the program of extension at the University be combined with that of A & M College under a single director. Nothing, however, seems to have come of the suggestion. In 1913, some two years earlier, the voters of Texas defeated an amendment to the Constitution which would have had the effect of making the two institutions one, with a single Board of Regents.

Dr. Ellis served for 1914-1915 and 1915-1916 and was succeeded by Dr. E. D. Shurter, Head of the Department of Public Speaking at The University of Texas. He served from 1916 to 1920 and was succeeded by T. H. Shelby, who served as Director and later as Dean until September 1, 1951.

After his election in 1920, Mr. Shelby requested and secured a year's leave of absence without pay to pursue graduate work at the University of Chicago. During that year, 1920-1921, Dr. D. A. Penick, who was Professor of Classical Languages and Head of the Bureau of Extension Teaching in the Department of Extension, served as Acting Director of the Extension Department.

The list of bulletins in Appendix A indicates the extent of service through publications. The list shows the publications printed from the beginning which were available for distribution in 1930-1932.

SUMMARY

To briefly summarize the development of the Division of Extension as it has been described in the preceding pages, a general outline is given on the following page.

The organization was begun in 1909 under the Presidency of Dr. Sydney E. Mezes and was known as the Department of Extension, with three divisions of work, viz.:

1. Correspondence teaching
2. Lectures by the faculty members
3. Circulation of reading material on specific topics

The name was later changed to the Bureau of Extension and still later, in 1925, to the Division of Extension, with subdivisions known as bureaus. In that year the director's title was changed to dean, and the heads of bureaus came to be designated as directors. The program has had the following heads:

H. Y. Benedict, 1909-1911
A. C. Ellis, 1914-1916
F. M. Bralley, 1913-1914
E. D. Shurter, 1916-1920
D. A. Penick, 1920-1921
T. H. Shelby, 1921-1951
J. R. D. Eddy, 1951-

It is interesting to note that in 1914-1915, when the division was called the department and the bureaus were called divisions, the following divisions were provided for in the budget of the University:

1. Director's Office
2. Division of Public Welfare
3. Division of Child Welfare
4. Division of Correspondence Instruction
5. Division of Home Welfare
6. Division of Public School Improvement
7. Division of Public Discussion
8. Division of Public Lectures

The package library was a part of the Division of Public Discussion. The Division of Information and Exhibits was in that year, 1914-1915, changed to the Division of Public School Improvement.

Extension Teaching Bureau

CORRESPONDENCE TEACHING

The Extension Department of The University of Texas began with three phases of service: viz., Correspondence Teaching, Lectures by the Faculty, and Public Discussion and Information. These were called divisions.

From the beginning the backbone of the program was teaching by mail, patterned largely after the practice of the University of Chicago. The Director of the Extension Department was the Director of Correspondence Teaching until 1912, when Dr. L. W. Payne, Professor of English in the University, was made the Director of what was designated as the Division of Correspondence in the Department.

The first year witnessed 343 courses registered for. There was rapid growth to 1,432 by 1915. The following fields were represented:

- Agriculture
- Botany
- Business Administration
- Economics
- English
- French
- Geology
- German
- Government
- Greek
- History
- Home Economics
- Latin
- Music
- Philosophy
- Public Speaking
- Mathematics
- Spanish
- Education
- Engineering
- Law
- Sociology
- Teachers' Certificate Subjects

Registration could be for credit or non-credit, and there were no admission requirements. With the rapid increase of enrollments, the problem of adequate teachers for correspondence students arose. Since the instructors were teaching full time on the campus, there were certain fields of study in which the instructors were overcrowded, and the work with correspondence students suffered. Accordingly, the plan was developed to designate certain members of the faculty as part-time instructors in correspondence and part-time on the campus. In 1916-1917 there were three such instructors:

Miss Aynesworth in English, Mr. Wuppermon in German, and Mr. Hendrix in Spanish. These people were paid a fixed amount which was not dependent upon the number of students enrolled. Other subjects suggested for this treatment by the Director were Latin, French, Education, Mathematics, History, Economics, and Government.

The plan never went into full operation, nor did it last long, for with the beginning of 1917-1918, by action of the Regents, all instruction cost had to be paid out of fees. Of a seven dollar fee per course (two hours), the instructor was paid six dollars, and one dollar went toward overhead expense.

Dr. Payne was succeeded by Mr. Thomas Fletcher, who continued in this capacity until 1919, when Dr. D. A. Penick became Director. He continued in the job until 1928, when Dr. James O. Marberry, who came to the University in 1927 as Professor of Educational Administration and Director of Extension Teaching, took over the directorship of Correspondence Teaching. In that year (1928) the Bureau of Extension Teaching came to include both correspondence and class centers. Dr. Marberry continued as Director until his death in 1944.

As has already been explained, the Department of Extension became the Bureau of Extension in 1920, and the various subdivisions came to be called divisions with the director of a division being called head. In 1925, the Bureau of Extension became the Division of Extension, and the subdivisions became bureaus. The Director of Extension became the Dean of the Division, and the heads of bureaus became directors.

Registrars of the Extension Teaching Bureau, whose work has been oustanding in efficiency, are as follows:

Miss Ethel Barron, 1914-1916
W. K. Hall, 1916-1917
Miss Julia Vance, 1917-1943
Mrs. Myrtle Goetz, 1943-

For the 46 years during which correspondence courses have been taught, enrollments in credit courses (as shown in Table I) total 104,781. Approximately half of this number secured credit.

TABLE I: REGISTRATIONS IN CREDIT COURSES
1909 to 1956 (inclusive)

	Registrations	Credit	Failed	Drops
1910-12	890	377	6	214
1912-14	1464	714	9	388
1914-16	2019	997	6	598
1916-18	1881	937	10	971*
1918-20	2329	1013	8	1039*
1920-22	3627	1665	12	1671*
1922-24	5869	2848	30	2315
1924-26	6905	3822	144	3553
1926-28	5950	3061	107	2654
1928-30	5477	3258	108	2410
1930-32	4651	2983	114	2196
1932-34	3670	2514	67	1702
1934-36	3970	2579	69	1348
1936-38	4181	2431	73	1528
1938-40	4460	2516	71	1895
1940-42	4200	2050	46	2042
1942-44	4402	1834	83	2269*
1944-46	6860	2141	30	3135*
1946-48	7336	2862	75	4841*
1948-50	7069	3226	117	4075*
1950-52	6208	2573	128	3556*
1952-54	6081	2377	126	3572*
1954-56	5281	2272	117	3530*

*More than 50% dropped.

Failures of those who finished the courses were slightly more than one percent. Drops amounted to a total of 51,502 or slightly under 48 percent.

When one considers that there are no entrance requirements for registering for a course by correspondence, this is indeed a good showing.

Studies made at the University of Chicago many years ago comparing the grades of students who had taken subjects by correspondence prior to their entrance with those who had not taken such work show an advantage in favor of the extension students.

This would tend to disprove the contention of some educators that only students who have been in residence should be permitted to take work by correspondence. One could, with some cogency, argue that only those who have proved their ability to do independent study by doing correspondence work should be admitted to residence.

It is not to be argued that correspondence teaching does not have its weaknesses and drawbacks. It, of course, lacks the inspiration of a stimulating personality usually found in the teacher. It offers little or no opportunity for questions to clear up difficult points; it does not provide for discussion among the students. Something of vital importance is lost. On the other hand, if honest examinations are taken, the student is on his own. He must think for himself; he must develop initiative, self-reliance, and, above all, perserverance. If he passes his work, he is strengthened and is on the road to independent study. For him, education is more likely to become a lifelong process.

Since examinations in correspondence courses are fundamental in determining whether or not students have done the work, a list of examiners has been prepared, covering the entire state. This list is, in the main, used by all colleges and universities in the state which are approved by the Association of Texas Colleges to give credit courses by correspondence.

Books from the University library have for many years been available to correspondence students upon payment of $5.00 as a deposit. This is returned if all books are returned undamaged when the student finishes the course.

Under a law passed by the Legislature in 1923 World War Veterans were to be given free tuition for correspondence courses. This accounts in large part for the increase in registrations from 1924 to 1930, inclusive. At first the professors were expected to carry these students without compensation. However, since registrations were not distributed uniformly over the subject fields, the burden tended to become heavy on certain members of the faculty. To meet this situation, the Regents for many years have appropriated money to pay for the work of grading papers.

Table I gives data on the correspondence program at the college credit level. In addition there has been a relatively small number of students in non-credit work. In recent years high school students can count two units of correspondence credit toward their high school diploma, subject to the regulations of individual schools.

The table in Appendix B, giving the occupations of correspondence students for the years 1909-1956, shows approximately 240 different occupations. The figures do not indicate totals for the reason that only about one-third of the registrations for each of the five-year periods were drawn from the files and tabulated. The sampling was regarded as ample to indicate the comparative numbers in each occupation.

Occupations to the number of 139 show fewer than ten registrations; 39 occupations had 90 or more registrations. Occupations of 200 or more registrations number 16, and total 75 percent of all registrations.

Significant increases are found in enlisted service personnel, office service personnel, and housewives. Significant decreases are from farmers, lawyers, students, and teachers.

The decrease in students and teachers is due to a change in regulations as to the amount of correspondence work which may be counted toward a degree and changes in state teachers' certificate requirements. Formerly, half of the number of semester hours required for the bachelor's degree could be taken by correspondence. In recent years this has been reduced to one-fourth.

GROUP STUDY

When Dr. L. W. Payne, Professor of English, became Director of the Division of Extension Teaching in 1912, a program of group study was inaugurated. The program was intended primarily for women's clubs. The course ran from October 1 through May 31 each year. It was proposed to furnish a library of from 5 to 15 books. Meetings were usually held monthly, and, if desired, a lecturer was sent from the University for one or two lectures on the same trip. A fee of $30.00 was charged the club, and this included the lecture. If the lecture was not wanted, the fee for the outline of the course (four copies) and the library was $5.00. The University took care of the transportation of the lecturer, but local entertainment was provided by the group. It was required that there be not less than five people in the course. The instructor, who was a regular member of the resident teaching staff, was limited to teaching three groups in any year.

Table II indicates the extent of the service. The desire to have the lecture was considerable for the first five years. But with the coming of World War I this demand decreased, was never fully restored, and finally disappeared. The reason for this is not altogether apparent, but it was probably due to the fact that the outline and library cost only $5.00 while with the lecture the price was $30.00.

The program was discontinued with the year 1947-1948. There were two reasons. In the first place the outlines became out of date, and it was increasingly difficult to get professors to revise them without compensation. In the second place the women's clubs, especially the Parent-Teacher Association, developed their own national program and no longer needed our services. That the program served a useful purpose, however, is undeniable.

TABLE II: GROUP STUDY REGISTRATION BY YEARS

Year	Number of Clubs	Total Membership	Number Including Lecture
1913-14	34		19
1914-15	42		22
1915-16	55		36
1916-17	63		33
1917-18	77		28
1918-19	36		1
1919-20	75		9
1920-21	73		11
1921-22	94		8
1922-23	104		6
1923-24	123		5
1924-25	112		1
1925-26	92		2
1926-27	102		1
1927-28	105	2281	3
1928-29	102	2173	5
1929-30	105	2124	3
1930-31	98	2137	2
1931-32	102	2128	0
1932-33	92	1927	0
1933-34	80	1714	0
1934-35	101	2289	1
1935-36	86	1922	0
1936-37	120	2419	1
1937-38	101	2040	0
1938-39	85	1844	0
1939-40	75	1720	0
1940-41	70	1585	1
1941-42	48	980	0
1942-43	16	362	0
1943-44	8	135	0
1944-45	10	200	0
1945-46	9	191	0
1946-47	15	231	0

Topics Offered in Group Study Program in 1913-1914:

- The English and American Novel
- Southern Literature
- The Beginnings of Comedy and Its Development in Latin Literature
- Comedy of Manners and Modern European Drama
- The French Novel of the Nineteenth Century (in translation)
- Goethe (in German or in translation)
- An Introduction to Greek Art
- Folk Lore and Balladry
- Spanish Literature (in translation)
- Greek Poetry (in translation)
- History of Architecture (Gothic)
- Tests of Intelligence and Social Aspects of Education
- Religious Pedagogy, and Kindergarten and Montessori Systems
- Child Study
- Agencies for Child Welfare
- American Business Law
- Rights of Married Women in Texas
- Comparative Municipal Government
- American Government (National and State)
- Modern Charity, Criminology, and Rural Sociology
- Development of Democracy and the Beginnings of the Fine Arts
- Principles of Economics and the Trust Problem
- Money and Banking
- The Labor Problem
- Investments
- Principles and Practice of Debate
- Mexico, Historical and Descriptive
- American History (Civil War and Reconstruction)
- Philosophy of Modern Woman Movement
- The Unconscious and the Meaning of Dreams
- Readings in Popular Astronomy
- Beginnings of Technical Training
- Plant Improvement for Gardens and Parks
- Home Economics

Along with this list was the following statement: "In case a club desires some topic not included in this list, it will be well to correspond with the Department of Extension."

Some of the topics are timeless and belong to the ages. Among these are the French Novel of the Nineteenth Century, Goethe, An Introduction to Greek Art, Folk Lore and Balladry, Spanish Literature, and Greek Poetry. Other topics that were new and of more or less current interest were Southern Literature, a field of special interest to Professor L. W. Payne; Tests of Intelligence, a topic that was then being developed in our schools; Religious Pedagogy; Child Study; Agencies for Child Welfare; Rights of the Married Woman in Texas; Comparative Municipal Government; Modern Charity; Criminology and Rural Sociology; and Philosophy of the Modern Woman Movement. These are typical of the popular interests of that earlier period. They illustrate the principle that extension programs must be geared to the interests and needs of the day.

EXTENSION CLASS TEACHING

In 1918, Professor J. E. Pearce of the Department of Anthropology in the University taught a course in this field to 30 teachers in the Austin Public Schools. Only five of these registered for credit. In August and September of 1917, Professor Bond of the French Department taught French to a large group of soldiers in El Paso and also in San Antonio. These efforts constitute the beginning of teaching away from the campus.

A more serious program of class extension was begun in 1920-1921. This program was promoted by the acting director of the Extension Bureau, Dr. D. A. Penick.

These programs were begun in Austin, Fort Worth, Houston, and San Antonio. For a time, a director of the program was maintained in Houston and Fort Worth. The Fort Worth program was discontinued when Texas Christian University began extension class teaching about 1923 or 1924. The Austin program was discontinued when afternoon, evening, and Saturday classes were offered on the main campus in the field of education. Programs in Houston continued until the Houston Junior College was established, and those in authority asked that we leave the field to them. Advanced courses were offered by The University of Texas for several years longer to groups in Houston.

Extension classes were undertaken in any community in the state which could muster enough students to pay expenses of travel and a small honorarium for the instructor. Graduate credit for this work was approved by the faculty of The University of Texas in 1925 on condition that the instructors and the place where the class was to be held be approved by the Dean of the Graduate School of the University. The faculty approval followed a request from the leaders of the public schools of San Antonio. Under the leadership of Dr. James Knight, Dr. Samuel Quigley, Dr. Irving Ball, and Dr. J. O. Marberry, centers were developed in almost all areas of the state. Among the localities securing such service were San Antonio, San Marcos, Uvalde, El Paso, San Angelo, Big Spring, Midland, Edinburg, McAllen, Pharr-San Juan, Mission, Mercedes, Harlingen, Brownsville, Laredo, Corpus Christi, Baytown, Angleton, Galveston, Orange, Beaumont, Port Arthur, Tyler, Kilgore, Longview, Temple, Dallas, Wichita Falls, and many others. In some instances we had as many as 20 classes in a single year. These classes were generally in the field of education and were offered for graduate credit.

In carrying on this program for graduate credit, The University of Texas led the way among the member institutions of the National University Extension Association. Our field program was based on the fact that two things were essential. In the first place, the instructor had to be equal to instructors in these courses on the campus in training and scholarship, and in addition they must have had successful experience in leading adults. There were two types, viz.: regular resident instructors who taught these courses and instructors on the staff of the Extension Division. From the beginning these full-time staff members in the Extension Division were selected jointly by the Director of the Extension Teaching Bureau and the department on the campus in whose field the course was given. They were also approved by the Dean of the Division of Extension and the dean concerned on the campus. Thus they were qualified for campus teaching and knew how to deal with mature students in the field. This latter qualification was considered most essential. Some campus instructors, as is well known, would not hold the field students through two periods of class meetings.

The second requisite was library materials. To meet this requirement, the Extension Division secured minimum and maximum lists of books and pamphlets needed in the course from the department on the campus and, in all cases, purchased and supplied the maximum. This material was sent to the center. One of the students in the class was employed as librarian. Books were available for students between class meeting periods. This program of service was considered superior to that obtainable on the campus for students in residence. Sufficient duplicate copies were made available to meet all needs; this is not true in many instances on the campus. A working library of up-to-date material numbering some ten thousand volumes belongs to the Extension Teaching Bureau.

In the 1930's, a "log jam" occurred in the summer term on the campus with respect to master's work in School Administration. The demand grew out of certain changes in the state law, making it worthwhile, financially, to secure a master's degree in that field. One summer the enrollments climbed to an unprecedented 275 persons seeking master's degrees in school administration. It became impossible to handle this many people.

Even if sufficient help had been available, the prospective candidate for a master's degree would come to summer school with little or no idea of a subject about which to write. It took two or three conferences with the instructor before the student could make a decision, and by that time, the term was half gone. The ultimate result was a summer term spent with little progress made. This was most discouraging to the student and instructor alike.

Dr. Marberry, Director of the Extension Teaching Bureau and Professor of Educational Administration, conceived the idea of taking the thesis writing program to the poeple in the field during the regular school term. Centers for the program were set up in San Antonio, Houston, Dallas, and the Rio Grande Valley. The centers varied somewhat from year to year, but the procedure was the same. Dr. Marberry arranged for a central meeting place, often at a local hotel. Notices of the first time and place of meeting were sent to schools in the city and to surrounding communities. The meeting began at 9:00 a.m. on Saturday. The hours from 9:00 to 12:00 were spent in general discussion and the distribution of brochures and books on how to do library work and research. Members of the class were encouraged to select local school problems in which they were directly interested, the solution of which would improve the school. Many of the problems were in the nature of a survey of some aspect of the local school program.

The afternoon hours were usually devoted to the discussion of problems with individual members of the group. Materials for study from the library which was at hand were charged out.

In this way the members of the class were soon on the way to defining their problems and were on their way to accomplishing the reading which was considered prerequisite to planning the detailed study. When the year was over, after meeting once a month for eight sessions, the student was well on the way to writing his thesis; this was easily accomplished at the next summer session of the University. The "log jam" at the University soon disappeared, and a manageable program developed.

This program became a very fine feeder to the graduate program in education on the campus. In fact, it was the most effective means of turning graduate students to the University. Many students, who had begun a graduate program elsewhere, turned to the University and secured their degree with The University of Texas.

The success of the program proved beyond a doubt that graduate work can be done at "Podunk" as well as at Austin if there is a qualified instructor and adequate library material.

Since the death of Dr. Marberry, the program has been considerably modified. Dr. James Knight succeeded Dr. Marberry as Director of the Bureau. The beginning of the new look in in-service training of teachers began with the introduction of a program into the Corpus Christi schools in which the study of the child became the center of interest. It was brought to Texas by Dr. Daniel Prescott of the University of Chicago, later of the University of Maryland. The program in Texas had its beginning about 1941. Thousands of teachers in more than 12 states now participate in the program.

In the program, the child himself, not what somebody wrote about him, is the center of interest for the teachers. It is an experience program characterized as follows:

(1) It is a study of children rather than a study about children.
(2) It is unhurried and unpressured.
(3) Its scientific validity rests on findings from many disciplines.

(4) Its resource people are from many special fields.[1]

The purpose is to understand the behavior of children. Each teacher must accept, emotionally and intellectually, that everyone has a personal worth and that behavior is caused. This is a slow process and involves long, continued study of an individual child by direct observation, incidents in behavior observed by other teachers, and records of various responses and activities within the school program. The sources of information are "(1) school records, (2) other teachers, (3) creative activities of the child, (4) the life-span of the child, (5) the home and family of the child, (6) direct observation of the child himself."[2]

When all or a large proportion of the teachers in a school begin to use the school records, the records begin to be improved.

When teachers start talking together in an honest effort to know more about their pupils, their conversations become professionalized.

When teachers begin to appreciate what they can learn from the creative activities of children, they begin to provide more opportunities for and challenges to creative effort.

An interest in the life-span of the child brings the teacher to an understanding of the world of the child and an appreciation of many of his interests and values. Some acquaintance with the home and family of the child brings an understanding of his basic motivations, the culture he has absorbed, and his sources of comfort, reassurance, and security.

Direct observation with anecdotal recordings shows the child interacting with other children, adjusting to adults, and as a thinking, feeling, growing, changing organism.[3]

There must, of course, be a code of ethics among teachers. All information about children is confidential and must be treated as such.

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[1] James Knight and Willie Holdsworth, "Teacher Education Through Child Study," *Childhood Education*, May, 1950.

[2] *Ibid.*, pp. 1 and 2.

[3] *Ibid.*, p. 2.

The acceptance of the code of ethics makes noticeable changes in the attitude of the group.

The consultant services are most important. The Texas program not only has consultants from Texas colleges, cooperating in the program, but from the universities of Chicago, Maryland, and Wisconsin. Teachers from the more advanced centers go to less advanced centers for consulting work.

During the period of a year the program in a given center would be as follows:

> After the orientation meetings teachers meet in small groups to read and discuss their records. At times they have a consultant with them, but more frequently they meet under the leadership of one who is himself a member of the group.
>
> Consultants meet with leaders approximately once a month to provide additional opportunities for group work and for pooling ideas. Frequently, principals and resource persons from the groups meet with the leaders. Consultants hold some meetings throughout the year with the superintendent, directors, supervisors, and principals.
>
> In many schools it is possible to hold local workshops during the summer. These workshops provide opportunity for teachers to concentrate on scientific information concerning the growth and development of children. These experiences promote friendship and understanding between teachers as they come to know each other better and as they work and play together. State and national workshops bring broadened acquaintanceships that transcend local boundaries.
>
> Although credit toward graduate degrees has been granted for all aspects of the program, a large proportion of those involved choose to work without credit. Consultants make no distinctions between those who work for credit and those who do not.[4]

The program definitely reduces clashes between teacher and pupil. The results are often astonishing to teachers themselves when they study the record they have made and look at the information furnished by other teachers. A second result is the emphasis on multiple, tentative hypotheses as to the causes for behavior as it is observed.

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[4] Ibid., p. 2.

The program gets results if it involves actual study of children, if teachers are unhurried in making conclusions, if help comes from widely divergent sources, if the motivating purpose is to understand, and if teachers work cooperatively in the faith that they can solve problems involved in dealing with children.

A FOUR-YEAR PROGRAM[5]

The program involves a study of four years. The first year the teacher selects a pupil and begins to study him by firsthand observation and through anecdotal records throughout the year in a variety of situations. Some of this material is her own direct observation, some from incidents observed by other teachers, and some from school and family records. Study groups meet twice a month throughout the year for discussion of each child and for the exchange of information. The teachers in each group choose one of their own members as group leader. All information is regarded as confidential.

The second year the observations and records are continued with a framework in six areas:

1. Physical factors
2. The climate of affection in which the child lives at home and at school
3. Peer-culture and group status and processes
4. Social background and dynamics--the impact of his home and the outside world on the child
5. Self-development capacities, knowledge, skills, interests, attitudes, values, and aspirations
6. Self-defensive and adjustive processes, consistency of items listed in 5 with each other and with his personality

In the third year the teacher continues study of a child with particular attention to the problem of development of the self and of belonging to a group, especially his own age group. Study is made of school grouping, cumulative records, parent conferences, and classroom atmosphere and arrangement.

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[5] Virgil Herrick and James Knight, The Fourth Year of Child Study.

The outcome of the first three years:

1. Some ability to make an objective record of the behavior of an individual child
2. Some practice in actually looking at children as a basis of knowing about them
3. Some practice in looking at children in terms of explaining the individual and his activities
4. Some practice in seeing the causes of behavior
5. Some practice in making tentative and alternative hypotheses about children and their behavior
6. Some practice in observing consistent behavior patterns that clarify underlying motivation and personality mechanism of a given individual
7. Some practice in trying to see a child as a member of a social group
8. Some experience in searching out, selecting, and using the scientific information known about human development to explain the behavior of children
9. Some practice and skill in group work
10. Some practice in seeing one's self in relation to the forces which are influencing the behavior of children

Three basic considerations are involved in the fourth year of child study:

1. The problem is how to extend the teacher's knowledge of the skill to the general curriculum program of the school as a whole.
2. The child study program makes the implicit assumption that the total educational program is to be organized about the child's interests and needs. The conflict between what is and what ought to be must be understood and resolved.
3. If all hands in the teaching and supervising group come to realize that the child is to be the center of all work, the total program of the school becomes the area of interest, and planning and learning episodes become guiding lights.

In summary, it is recommended that the transition and extension of the attitudes and skills gained from the study of children to the study of the educational program can be accomplished through the study of learning episodes. The use of the learning episode not only utilizes the skills and attitudes already developed through child study, but also extends and relates them to the problems involved in the analysis and improvement of learning programs. It is argued that the learning episode permits the examination of all the important questions of curriculum and that if such analysis is continued, it will force the teacher to consider the important values she is using to make crucial decisions about children and the nature of their educational experiences. The analysis of such learning episodes, moreover, will furnish the staff with a source of emerging educational problems of high significance and importance. This developing resource of significant problems, however, indicates that groups of teachers recording and studying learning episodes must have the support and encouragement of the whole system and community in order that appropriate plans of action and development are being communicated, understood, and effectively applied to improve the welfare of the children and youth of that community.

This program of in-service training is revolutionary in that the emphasis is on the fact that we teach children instead of subjects, and subject materials are the means to an education only. Unless significant changes are observable in the children being taught, we who labor in the classroom labor in vain.

Table III gives data on extension classes every five years for a period of 30 years. During this period about 20,000 students have been enrolled in these groups. They have registered for more than 50,000 semester hours, and credits have been earned in the number of approximately 38,000 semester hours. This is near 88 percent of those who registered for credit. There were approximately 10,000 visitors who paid the regular fees, either individually or through funds furnished by the Board of Education in the school district in which the class was held. This is the equivalent of more than 100 full-time students, counting 30 hours as a full-time student per year. The cost of this program to the taxpayers is a fraction of the cost per student on the campus.

There is another aspect of the program worthy of our attention. We long since discontinued the practice of simply announcing a course

TABLE III: REPORT ON EXTENSION CLASSES BY FIVE-YEAR INTERVALS

Year	Number of Registrations	Semester Hours Registered For	Semester Hours Credit Earned	Semester Hours of Registrations By Visitors
1920-21	766	1936	386	1304
1925-26	353	1706	1274	320
1930-31	447	1341	1230	12
1935-36	575	1671	1380	150
1940-41	1005*	2484	2331	54
1945-46	619**	1558	1062	162
1950-51	1804***	4268	3816	81

*227 registrations for non-credit courses

**86 registrations for non-credit courses

***352 registrations for entrance mathematic courses (249 satisfactory completions)

to be given in the school community and adopted the practice of conferring with the superintendent of schools to determine what problems he and the school staff would like to study with the leadership of our teaching staff and adapting the program to such a study. In this way we have had the leadership and full cooperation of the entire administrative, supervisory, and teaching staff to the extent the individuals cared to participate. The incentive to participate was much greater than if we had merely offered a course. Several groups were organized to study various problems and to report to the entire school staff. In recent years the motivating influence has been the study of the child in relation to the problems of administration, curriculum, extracurricular activities, etc.

As indicated elsewhere, the great number of surveys made have been the basis for continued, year-after-year programs of school improvement in the community. Those who have been the closest to the program are certain this plan of action has paid handsome dividends.

Bureau of Public School Service

The present Bureau of Public School Service had its beginning in large part, at least, in the Debating League of Texas High Schools, which was organized at the meeting of the Texas State Teachers Association at Abilene during Christmas week in 1910.

The first statewide contest was held at The University of Texas, May 6, 1911. The next year declamation was added, and the name was changed to the Debating and Declamation League of Texas. In 1912, at the meeting of delegates, the name was changed to the University Interscholastic League, and this name continues to this time. The term "Texas" Interscholastic League, so often used by sports writers and reporters, is entirely incorrect.

While the League was getting underway, and even before it was conceived, there was an association functioning in the state known as the Texas Interscholastic Athletic Association. The organization was promoted by Mr. Homer F. Curtiss, the director of the men's gymnasium and coach of the University track team.[1]

The first track meet was held at old Clark Field on April 29, 1905, with 11 high schools and academies participating.[2] The following account of developments, quoted by Bedichek from the Leaguer (Nov. 1930), affords a record of the comments of C. W. Ramsdell, professor of history at The University of Texas:

> The first high-school track meet to be held at The University of Texas, of which I have been able to find any record, was on April 29, 1905. It was called and managed by Homer F. Curtiss, the director of the Men's Gymnasium and coach of the University track team. According to The Texan of April 28 and May 5, 1905, Curtiss had organized these high schools into "The Texas Interscholastic Athletic Association," but there is no evidence

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[1] Roy Bedichek, Educational Competition (Austin: The University of Texas Press), p. 37.

[2] Ibid.

available as to the real nature of this organization. Eleven high schools and academies were represented by forty-three contestants. A heavy rain ruined the dirt track on old Clark Field, and the races were run off on the adjacent Speedway, a city street. Curtiss left the University soon afterwards, but these high-school meets were continued by his successors, the track coaches, evidently as invitation meets. Only a few high schools participated, for trips to Austin for distant teams were expensive and there was little real interest in track athletics in the high schools of Texas in those days.

During the next half dozen years the situation began to change. Track athletics in the large eastern and northern colleges were flourishing and several of those institutions had developed large invitation high-school meets, such as the Penn Relay Carnival--a combination college and "Prep" school meet--and the University of Chicago Interscholastic Meet. Various colleges in the Southwest had taken up the idea. The University of Oklahoma had begun in 1905 and Louisiana State had organized an association of high schools in 1909. Several of the Texas colleges were doing the same thing, especially our greatest rival in those days, A & M College. As track and field athletics began to be taken up more and more by the Texas high schools and academies, the school authorities felt the need of organization and supervision, and they began to organize local associations. There was a Central Texas Association, with Waco as its approximate center; a Southeast Texas Association, radiating from Houston, and one in West Texas along the line of the Texas Pacific Railroad between Cisco and El Paso. There may have been others. There was as yet no general organization which embraced the whole state.

In the fall of 1910 President Mezes appointed me one of the three faculty members of the University Athletic Council. Professor E. C. H. Bantel was the chairman, and Professor J. T. Patterson was the other member. In those primitive days, before we had a director of athletics, each major sport was under the supervision of some responsible member of this council. Jim Hart

[James H. Hart], one of the alumni members, captain of the famous 1900 football team, was looking after football; J. T. Patterson was in charge of baseball; and I was made responsible for track. We were supervising managers and our chief duties were to see that the student managers, who were actively in charge, did not let their enthusiasms get the better of their financial judgment. Bantel was a sort of prime minister without portfolio.

Sometime during that winter (1910-11) Chairman Bantel asked me to look after this annual high-school meet and to try to make something worthwhile out of it. I remember that I took the job reluctantly. As already said, this meet was an invitation affair--Curtiss' "Interscholastic Athletic Association" had died--and only a few schools sent teams to it. There were very few teachers who knew anything about training the boys for the varied contests in track and field sports; the trips to Austin seemed expensive; no medals, banners, or other tangible proofs of prowess were given; and there was no real state championship involved. Consequently, the meet had aroused little enthusiasm among the schools, especially among those at great distances from Austin. Moreover, there was little genuine interest anywhere in Texas in this form of sport. Even in the University it was seldom that a large crowd attended a college track meet unless some well-known star was to perform. The high-school meets drew a very small attendance, and the University students were as likely to ridicule as to applaud the performances.

When I began, in the early spring of 1911, to try to stir up some interest in the forthcoming meet through correspondence with the superintendents and high-school principals, I began to understand some of their difficulties. At the same time, it became evident that these teachers felt the need for the development, under sane control, of school athletics. In trying to think the situation through from their own point of view, I began to see that there were large possibilities in the situation for the advantage of the schools themselves. It became increasingly clear that school athletic teams, properly handled, with sound scholastic standards, would serve to solve problems of discipline, interest adolescent boys in staying in school, develop a healthier school spirit, and foster higher ideals of sportsmanship. This would require, however, not only sound local control, but a wide organization with definite policies. I then began to plan for a statewide organization. In outlining a constitution for the new organization, it was necessary to keep two things in mind. The school representatives must have a vital part in the government of the association because it was their affair; but the financial responsibility was upon the athletic council of the University which was, in fact, in charge of the meet.

In the constitution which was eventually submitted and adopted, it was provided that the athletic council should appoint the first set of officers and that, thereafter, the representatives of the member schools should elect the president and vice-president, while the secretary-treasurer should be selected by the athletic council of The University of Texas and should account to it for all moneys received and disbursed. The rules and regulations for the meet itself were based, with suitable modifications, upon those of the intercollegiate association. I remember that I received a great many helpful suggestions on both the organization and the regulations for the meet from Mr. L. F. McKay of Temple High School, Mr. W. J. Moyes of the Marshall Training School in San Antonio, and Mr. J. H. Hubbard,[*] superintendent of the Belton schools, now president of the Texas State College for Women at Denton. But I am getting ahead of my story.

As the date for the meet approached, despite constant prodding and urging, it seemed that few schools would send teams. In fact, most of them could not afford the financial expense. A & M held its meet a week ahead of ours and offered to pay the traveling expenses of six men from each team that had won in a local meet and of any athlete who had won as many as twelve points in such a meet, besides taking care of all visiting teams. We could take care of visitors, but could pay nothing toward traveling expenses. Few teams could make both trips, and the better teams found A & M's offer the more attractive. The only effective bid we could make was membership in a prospectively wider and more liberally self-governing organization. The prospect was not very encouraging.

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[*] This was J. B. Hubbard. L. H. Hubbard, who later was president of Texas State College for Women, was at that time principal of Belton High School. (T. H. S.)

But on May 6, 1911, ninety young athletes from eleven high schools and four academies were on hand. Since there had been no elimination contests, this was a very small number; but there had never been as many as ninety contestants in one of these meets in Austin before There is no need to go into an account of that meet, except to say that it was run off in two divisions, one for high schools and one for academies, and that Beaumont won first place in the first division and Marshall Training School in the other.

The attendance was somewhat larger than I had expected, but the entry fees and the gate receipts were barely enough to pay for the gold, silver, and bronze medals and the relay banners. These were not ordered until after the meet--a financial precaution. Silver loving cups were donated by A. G. Spalding & Bros. At a meeting of the representatives of the competing schools, the tentative constitution was approved. Soon afterwards, the athletic council named Mr. W. F. Doughty, superintendent of the Marlin public schools, later State Superintendent of Public Instruction, as president; N. J. Marshall of San Antonio as vice-president; and C. W. Ramsdell as secretary-treasurer of the newly organized "University of Texas Interscholastic Athletic Association," which had actually come into existence on May 6.

Through the summer, fall, and winter of 1911-12, an effort was made to induce A. G. Spalding & Bros. to print a special handbook for the new association, but it failed. In the spring of 1912 a little handbook, containing the constitution, by-laws, rules, and regulations for the annual meet, two articles on the training of young athletes, lists of Texas interscholastic records, and pictures of some of the teams and individuals in the 1911 meet, was printed by an Austin firm at the expense of the athletic council. The membership dues from the schools were enough to pay for stationery and postage. The secretary used his own stenographer without charge to the association.

As the time for the 1912 meet approached, more general interest was manifested by the schools, but the old difficulty of traveling expenses was again in the way of a large attendance. Some of the schools had never had any experience with track athletics and had no one to instruct them. One superintendent wrote in to ask what a hurdle was like and to inquire if the 12-pound hammer was a sledge hammer. Sometimes former college boys volunteered their help to coach the high-school team. Llano High School, having no one at hand to give instruction, sent one of its own students, Max Fichtenbaum, now assistant registrar of the University, to Austin some weeks before the meet to penetrate the mysteries of track and field equipment and training. Max spent one Saturday in Austin soaking up information--there was a college track meet that day--but Llano did not feel ready to send a team that year.

Only sixteen schools--fourteen high schools and two academies--sent teams to the 1912 meet, and the number of contestants was only slightly over a hundred. This was no great increase over the previous year's entries. The reason again was the expense. A & M had continued its policy of paying the expenses of the better teams and individual athletes. This time, however, the medals--and they were handsome ones--the relay banners and the silver cups were ready for distribution at the end of the meet. Beaumont and Marshall Training School again won in their respective divisions. Among the winners of gold medals was Clyde Littlefield, now football and track coach of the University, and at that time the star hurdler of Marshall Training School.

The attendance was considerably larger than in the previous year, due chiefly to the cooperation of a number of leading University students, such as Dick Fleming, Marion Levy, and Teddy Reese, in giving publicity to the meet and partly, it must be confessed, to the devious devices of the secretary-treasurer. He induced his own classes to go by intimating that he could leave a quiz for them on that day, since he could not meet classes, unless of course they wanted to attend the meet themselves. They unanimously agreed to attend the meet, and most of them, to my amused surprise, were actually there. Anyway, there was a good crowd on hand, so that the gate receipts were much larger than the year before. It was possible, after expenses were paid, to rebate to the visiting teams 40 percent of their railway fare. This rebate went to all teams from outside Austin, regardless of the quality or size of their teams. The payment of this rebate was the first turning point in the success of the association, as was shown by the size of the meet next year. Mr. E. E. Edwards of Fort Worth was elected president of the association and Mr. W. D. Williams of San Antonio, vice-president.

Early in the spring of 1913, Prof. E. D. Shurter, then head of the Department of Public Speaking in the University, who had in 1910 started the "Debating and Declamation League of Public Schools," proposed to me the amalgamation of our two organizations under the general supervision of the University Department of Extension. The advantages of the proposal seemed obvious, but he was told that it would rest with the athletic council and the school members of the Interscholastic Athletic Association. At that time our organization had better financial prospects than his, and I was not sure that any pooling of funds would be satisfactory to our group. It turned out, however, that the membership was largely the same in both organizations, the athletic council consented, and the merger was effected at a joint meeting on May 3, 1913.

In the meantime the responses to calls for the meet of 1913 were so numerous that the work of the secretary became extremely heavy. It was only with the generous aid of a number of enthusiastic University students, who worked with him nearly all night after the preliminaries on May 2, that the secretary could get the final program, with all the entries in their proper places, ready for the printer in time for it to be in the hands of the officials and spectators. This time there were forty-one schools represented, with 248 young athletes. The meet went off without a hitch before what was for that day a large crowd. Houston and St. Edwards were the winners in their respective divisions. An even larger rebate on traveling expenses was paid to the visitors than in the previous year.

The union of the two organizations had the immediate effect of greatly increasing both the interest of the schools and the membership. It was clear that the supervision of the athletic division was getting to be too big a job for one man to handle as a side-line. I could no longer afford the

> time necessary for it, and easily persuaded the authorities to take this rapidly growing infant off my hands. Mr. A.J. Robinson was thereupon brought in to take over the work as director of the interscholastic athletics, and I was relieved. Robinson stayed two years, and was soon succeeded by Mr. Bedichek, present chief of the Interscholastic League Bureau. The League now had more than 5,700 member schools. I am sure that none of us who were concerned with its beginning had any conception of what it was destined to become under efficient, far-sighted management which it has since enjoyed.[3]

The above account gives the merger of the University Interscholastic Athletic Association and the Debating and Declamation League of Texas Schools. The first full-time director of athletics was A.J. Robinson, formerly principal of the high school at Hubbard, Texas. He served from 1913 to 1915. R. G. Bressler, Robert L. Skiles, and Morgan Vining had brief parts in the operation of the program. Roy Bedichek served as Director of Athletics in the League from 1917 to 1920, when Roy B. Henderson assumed that title, while Mr. Bedichek became Head, Chief, or Director, as variously called, of the entire Bureau of Public School Services. He continued in this position until 1948, when he retired and became Director Emeritus, which title he holds at present (1956). After the death of Mr. Henderson in 1938, Mr. Rodney Kidd became Director of Athletics in the League. Mr. Kidd became Director of the Bureau upon the retirement of Mr. Bedichek in 1948, at which time Dr. Rhea H. Williams became the Director of Athletics which position he still holds (1956).

The Debating and Declamation League was definitely a public school movement promoted by Dr. Shurter. The writer was well-acquainted with most of the public school men involved in the program. At the first state meeting of delegates, held on May 6, 1911, in Austin, in connection with the first debating contest, the following names occur: President R. L. Paschal, principal of Fort Worth High School; Secretary E. D. Shurter and Treasurer John A. Lomax (both from the University); W. E. Masterson of Amarillo; Thomas R. Boone, Wichita Falls; Superintendent W. L. Willis, Honey Grove; B. M. Harrison, principal of Sweetwater High School; Professor A. M. Blackman, Greenville High School; J. S. Bullington, principal,

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[3] Ibid., pp. 37-41.

Marshall High School; Professor A. H. Hughey, El Paso High School; T. H. Hart, principal, Brownwood High School; W. T. Lofland, principal, Hillsboro High School; R. C. T. Jacobs, principal, Palestine High School; Professor H. S. Bonham, Austin High School; Professor M. F. Carpenter, Houston High School; J. G. Fuqua, principal, Beaumont High School; W. D. Williams, principal, San Antonio High School; M. Menger, principal, Corpus Christi High School.[4]

The first constitution of the Debating and Declamation League of Texas Schools contained the following provisions:

A. GENERAL PROVISIONS[5]

Article I. Name

This organization shall be known as "The Debating and Declamation League of Texas Schools."

Article II. Object

The object of this League is improvement in public speaking and debate among the students in the schools of Texas.

Article III. Membership

Section 1. Any public or private school in Texas that is below collegiate rank, or that does not confer a degree or call itself a college (preparatory departments in colleges and schools of oratory being excluded), may become a member of this League upon due application to the Executive Committee and the payment of an annual membership fee of one dollar to J. A. Lomax, Treasurer, Department of Extension of the University, Austin, Texas.

Section 2. The application for membership should be in substantially the following form:

The __________ School hereby makes application for membership in The Debating and Declamation League of Texas Schools. Enclosed find one dollar as membership fee for the current year. This school is situated in ________ County, and in the ________ District. (Name the central city of your district--see Article VI. Make checks and money orders payable to J. A. Lomax, Treasurer.)

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[4] Ibid., p. 30.

[5] The University of Texas Bulletin, No. 202 (Austin: The University of Texas, October 8, 1911), pp. 5-7.

Section 3. No school shall be admitted to any of the contests of this League until its application is approved by the Executive Committee and the membership fee duly paid. The Executive Committee shall promptly certify to each County Director the schools in each county that have qualified for membership; and likewise, upon demand, the Executive Committee shall certify to a District Director the League members in his district.

Article IV. Contests

This League shall hold annually two State contests in public speaking: a contest in debate and a contest in declamation. Any bona fide undergraduate male student in any of the schools composing this League shall be eligible to compete in either or both of these contests; provided, that in the contest in declamation a contestant must not have passed his eighteenth birthday at the date of the final contest (the first Friday in May); and provided further, that a contestant must have passing grades in at least three of his studies at the time of each contest for which he enters.

Article V. Officers--Duties

Section 1. The officers of the League shall consist of a President, a Vice President, a Secretary, a Treasurer, an Executive Committee, a District Director for each district, and a County Director for each county.

The President shall be the principal of the winning school in the debate contest of the preceding year, and the Vice President shall be the principal of the winning school in the declamation contest of the preceding year; provided, that in case the same school wins in both contests, the Vice President shall be the principal of the school winning second place in the final contest in debate. The Secretary and Treasurer shall be chosen at the annual meeting. The Executive Committee shall consist of the University standing committee on Forensics and Oratory. The District Director for each district shall be the principal (or other representative) of the public school highest in rank which is located in the central city of a district. The County Director for each county shall be the County Superintendent of Schools (or other representative).

Section 2. The President, Vice President, Secretary, and Treasurer shall perform the usual duties respectively pertaining to these offices.

Section 3. It shall be the duty of the Executive Committee to have general charge of the affairs of the League; to

> authorize all expenditures not provided for at the annual meeting; to announce the question for debate each year, not later than October 15; to cooperate with the District Directors in arranging for the preliminary debating and declamation contests in each district; to settle disputes that may arise in connection with such contests; and to make arrangements for the final contest.
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> Section 4. It shall be the duty of each District Director to have immediate charge of the preliminary debating and declamation contests in his district; to preside at any called meeting of the principals (or other representatives of the League schools in his district); to cooperate with the County Superintendents (or other representatives) of the League schools in his district in pairing the counties for the try-out contests on the basis of convenience and least expense; and to arrange for the final debating and declamation contests in his district.
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> Section 5. It shall be the duty of each County Director to canvass his county for entries to the contests, both in debate and declamation; to have immediate charge of arranging preliminary contests in his county, with reference to convenience and least expense; to preside at any called meeting of the principals (or other representatives) of the League schools in his county; and to arrange for a final contest to choose a debating team and a declaimer to represent his county in the district contest.

For the purpose of holding preliminary contests, the state was divided into 16 districts. District contestants were qualified from the counties. Expenses of contestants, if provided, were the problem of the local directors and the schools. No travel expense to the state meet was provided, but lodging and board while at the state meet was provided in Austin homes. The final state meet was held in Austin the first Friday and Saturday in May.

At the May meeting of delegates, 1913, a State Executive Committee was established. This committee consisted of the Head of the Public Discussion Division of the Department of Extension as Chairman (Dr. Shurter); the University Director of Interscholastic Athletics, and the University Director of Physical Training. This Committee was to have administrative control of the affairs of the League. In addition a Board of Control was provided consisting of the three members of the executive committee and the five members of the High School Athletic Council, elected at the annual meeting of the Texas State Teachers' Association.[6]

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[6] *Bulletin of The University of Texas*, No. 354 (Austin: The University of Texas, August 20, 1914).

The organization of the League and the eligibility rules were clarified and perfected at the 1918 meeting. "The object of the League is to foster in the schools of Texas the study and practice of public speaking and debate as an aid in the preparation for citizenship; to assist in organizing, standardizing, and controlling athletics in the schools of the state; and to promote county, district, and state interscholastic contests in debate, declamation, and athletics."[7]

It should be noted that for the first time girls might participate in some of the contests, and uniform eligibility rules were enforced. In that early period private academies, if they offered only work of high school grade, were admitted to membership. The fee for membership was $1.00 for each school during these earlier years, and transportation costs were paid in part to the state meet. The purpose of this was to equalize the cost of getting to Austin. In the Constitution and Rules for 1916-1917, the State Executive Committee is indicated as follows:

> ARTICLE IV
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> Officers
>
> Section 2. The State Executive Committee shall consist of the Head of the Public Discussion Division of the University Department of Extension as Chairman, the first Assistant in the Public Discussion Division, the University Directors of Physical Training, the Director of the University Extension Department, and one representative each from the Department of School Visitation and the Division of Public School Improvement. It shall be the duty of this Executive Committee to have administrative charge of the affairs of the League, to prepare and distribute bulletins and other literature pertaining to its work, cooperate with county and district officers, and to decide disputes that may arise in county, district, and final contests, except in regard to the selection and decisions of judges.
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> (Note: The members of the State Executive Committee are: E. D. Shurter, chairman; R. G. Bressler, A. Caswell Ellis, L. Theodore Bellmont, Miss Eunice Aden, Thomas Fletcher, and Morgan Vining.[8]

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[7] *Ibid.*, p. 9.

[8] *Bulletin of The University of Texas*, No. 45 (Austin: The University of Texas, 1916), p. 11.

In addition to the State Executive Committee, provision was made for a District Executive and a County Executive Committee. The state was divided into thirty-two districts by this time.

The expenses and rebate rule was definitely set forth in the Constitution and Rules for 1916-17 as follows:[9]

> ### ARTICLE XII
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> #### Expenses and Rebates
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> Section 1. In the county and district contests, the prizes offered and the traveling expenses of contestants and of judges shall be provided for as the respective directors may determine. Admission charges to local, county, and district contests may be made when deemed advisable.
>
> Section 2. At the final contests at the University the visiting contestants shall bear their own expenses in the first instance. The State Executive Committee, however, shall devote the amount received in membership and entry fees, after defraying necessary expenses, to the payment of rebates of railroad fares to Austin and return at the reduced rates offered each year. Such rebates shall be based on the railroad fares only (usually the "convention" rate of a fare-and-a-third), and shall not include sleeper, meals, or other expenses. The rebates shall be payable to the principal of each school which is represented by actual participants in the preliminary and final contests in either debate, declamation, spelling, or athletics, and including one teacher from each participating school. Not more than five track contestants from any one school, and only those who qualify as provided in Section 5 of Article IX shall be entitled to rebate of railroad fares. The State Executive Committee may in its discretion limit, by due notice, the number of delegates from distant points that will be entitled to such rebates.
>
> In order to equalize the burden of traveling expenses for the more distant schools, and conditioned upon available funds as estimated below, in case the one-way fare to Austin is not over \$3.00, no rebate will be paid; if the one-way fare is over \$3.00 but not over \$7.00, delegates shall receive, say 30 percent rebate; if over \$7.00 but not over \$10.00, 40 percent rebate; if over \$10.00, 50 percent rebate.
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> The foregoing are merely the proportional percentages. It is hoped that the receipts of membership fees

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[9] Ibid., pp. 23-24.

will permit an increase in the percentage named in each case.

In the 1916-17 Constitution and Rules, contests in spelling and essay writing were included.

In the earlier years of the League program, much emphasis was placed on the county contest. There was first the contest within the school. The winner or winners in the school represented that school in the county. The winner or winners in the county represented the county in the district. The winner in the district went to the region, and the regional winner went to the final State Meet in May. Thus, the whole program was an elimination contest. The final winner had, as a rule, made several hurdles and represented the top of the crop. The county meets came to be important occasions with large attendance of the citizens. Sometimes the attendance ran as many as 5,000 people in some of the more populous counties with great numbers of rural schools.

Membership in the League increased rapidly, with the maximum number in the thirties. In 1935-36 there were 5,678 members, according to Mr. Dupre who wrote a thesis on the League during that year.[10] County meets were held in more than two hundred counties. With the consolidation of schools moving far more rapidly in the late thirties and the forties, the number of schools in the state was greatly reduced, and, consequently, the membership in the League was reduced.

The counties of the state were placed in the 32 districts and the districts in eight regions. During the time that we had the county contests, the officers of the league in each county consisted of (1) a director general as chairman, (2) a director of declamation, (3) a director of debate, (4) a director of extemporaneous speech, (5) a director of athletics, (6) a director of "Ready Writers," (7) a director of athletics, and (8) the County Superintendent of Schools, who was director of rural schools.[11] These people were elected early in the school year at the teachers' institute by their colleagues and constituted the county executive committee of the League. To the above voting members of the committee was added the Director of Music Memory and the Director of Picture Memory.

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[10] Chas. Albert Dupre, "The University Interscholastic League--A Survey of Its Organization and Administration," Bulletin of The University of Texas, No. 3632 (Austin: The University of Texas, August 22, 1936).

[11] Ibid., p. 41.

DEMOCRATIC CONTROL OF THE LEAGUE

The Executive Committee, provided by the Constitution in 1912, had final authority in administering the affairs of the League and attempted to settle all disputes in eligibility matters. Since this committee was composed entirely of members of the faculty who have been appointed annually by the President of the University from 1922 to the present time, it found itself involved in all sorts of disputes among schools as to the eligibility of players. This consumed much time and involved long hearings running all afternoon, with adjourned meetings, on occasions, at night.

As Bedichek points out, from the beginning the Executive Committee refused to hear complaints of those who objected to decisions rendered by judges and game officials, and most of our hearings dealt with eligibility of players. In 1928 the Constitution and Rules provided that final authority in all cases within a district rested with the committee of the district within which the question of eligibility of players arose. The State Executive Committee, however, continued to hear cases arising in inter-district play, and this practice still continues to this date (1956).

Dismissal of a school for infraction of rules has continued to rest with the State Executive Committee. In decisions involving dismissal, the State Executive Committee may take action on the recommendation and the facts submitted by the district committee; the State Committee may hear the case de novo. In either case the school involved is given a hearing if desired by the school officials.

A second step in the direction of democratic control of League affairs was taken in 1940 at the League breakfast in Dallas in connection with the meeting of the Texas State Teachers Association. At that meeting the Chairman of the Executive Committee (T. H. Shelby) was authorized to appoint a representative statewide committee to study the whole question of how the school administrators of the state could be used to better advantage in improvement of the League in legislative matters. The committee came up with a plan to provide for an Advisory Council, consisting of three members from each of the eight regions, one representing the small schools (B), one representing the middle schools (A), and one representing the large schools (AA, later AAA and AAAA). The Council meets in Austin once a year at the expense of the League, and the attendance has been all but phenomenal. The members not only discuss problems of legislative change proposed by League officials, but are free to bring up for discussion and action any matter that they or the constituents of their region think would improve the program. After a thorough discussion several hours in length, final action is taken, and recommendations are made to the State Executive Committee. During the 15 years the council has been in operation, the recommendations have been accepted, or a vote of the schools is taken on the matters proposed with the Executive Committee accepting the majority action of the schools. This program has been most useful in improving the administration of the League. In the fall of 1956, at the suggestion of the University administration, the Advisory Council became the Legislative Council, with responsibility for changes in rules, etc., of the League in all matters which do not involve University policy.

GROWTH OF THE PROGRAM

It is interesting to note how the contests sponsored by the League have increased in number through the years. This is due in part to the concept of those in charge of administering the program that the rural and small community schools stand most in need of the stimulus the League can give through its program of contests. The effect in these smaller schools had been to enrich the school's program to a marked degree. Some of these contests, for one reason or another, have been tried and later discontinued. Among these are the Three R's, Rural Pentathlon, Reading, and Music Memory.

The following contests were sponsored by the League for 1956-57:

- Baseball
- Basketball, Boys
- Basketball, Girls
- Choral Singing
- Debate
- Declamation
- Extemporaneous Speech
- Football
- Football, Six-Man
- Golf
- Journalism
- Music

Music Appreciation
Number Sense
One-Act Play
Picture Memory
Playground Ball
Poetry Reading
Ready Writing
Shorthand
Slide Rule
Story Telling
Spelling and Plain Writing
Tennis
Track and Field
Typewriting
Volleyball

ELEMENTARY SCHOOL CONTESTS

In addition to the above, elementary schools conveniently located to each other may hold their own meets. These schools may organize contests in number sense, ready writing, declamation, spelling and plain writing, junior track and field, playground ball, junior tennis, volleyball, picture memory, and story telling. For the purpose of conducting a meet, the principals of the participating schools constitute the executive committee. Elementary schools do not qualify participants for higher meets.

STATE MEET

Finals in baseball, basketball, and football are held apart from the state meet at The University of Texas in May of each year. In the final state meet schools are classified as B, A, and AA (later including AAA and AAAA). The following are the events in the final state meet held at The University of Texas the first Thursday, Friday, and Saturday in May. They represent each of the eight regions:

One Conference B Debate Team (composed of either boys or girls or a boy and a girl)
One Girls' Debate Team (Conference A)
One Girls' Debate Team (Conference AA)
One Boys' Debate Team (Conference A)
One Boys' Debate Team (Conference AA)
One Senior Declaimer (Girl)
One Senior Declaimer (Boy)
One Poetry Reading (Boy)
One Poetry Reading (Girl)
Two Ready Writers

One Extemporaneous Speaker (Girl)
One Extemporaneous Speaker (Boy)
One One-Act Play
One Girls' Tennis Doubles Team (Senior Division)
One Boys' Tennis Doubles Team (Senior Division)
One Girls' Singles Tennis Player (Senior Division)
One Boys' Singles Tennis Player (Senior Division)
Two Track and Field
Two Shorthand
Two Typing
Two Number Sense
Two Slide Rule
One Boys' Golf Singles
One Boys' Golf Team
Two Journalism[12]

The League championships are the result of elimination contests. The winners in a lower contest advance to a higher until a state champion or champion team is determined in those events which provide for a state championship. Thus ability and talent are discovered and developed to a maximum degree. Through the point system, schools are awarded all-round championships in literary as well as athletic events.

FEES AND REBATES

The fee paid by a school is based on assignment to football and basketball conferences and gives the school the right to participate in all activities of the League. The following table indicates the amount paid annually by high schools.

Conference AAAA (845 and up in high school)	$30.00
Conference AAA (370 to 845)	$30.00
Conference AA (200 to 370)	$20.00
Conference A (120 to 200)	$20.00
Conference B (200 and under)	$ 8.00
Junior High School	$ 3.00
Two-Year High School	$ 2.00
Elementary School	$ 1.00

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[12] Constitution and Rules of the University Interscholastic League for 1956-57, University of Texas Publication No. 5615, August, 1956, pp. 34-35.

Rebates are handled as follows.

> At the final contests the visiting contestants shall bear their own expenses in the first instance. The State Executive Committee, however, shall devote from the amount received in fees in the current year, after defraying necessary expenses of the League not covered by University appropriations, to the payment of rebates on a mileage basis, computed on the mileage given by the Texas State Highway Official Mileage Chart. In case a town is not listed on the mileage chart, the county seat of the county in which the town is located is taken for computing the rebate. The rebates shall be payable to each school which is represented by actual participation in state contests and shall include faculty representatives from each participating school as provided in Rule 24 of Spring Meet section. Not more than five track and one-act play contestants from any one school shall be entitled to rebate. A rebate of one cent per mile per contestant or delegate has been customary. An automobile conveying five qualified contestants and delegates will thus receive five cents per mile for the trip to Austin and return. Since the rebate will be on a per-mile-per-contestant basis, it will be seen that an economy may be effected by bringing as many individuals as convenient in one car. It will be seen that district delegations may effect an economy by organizing "car pools."[13]

OTHER ACTIVITIES OF THE BUREAU

The Bureau publishes a monthly paper, The Interscholastic Leaguer, which is the official journal of the League. It is a forum for criticism and discussion of League problems and practices and is so used by the school administrators of the state. It is published monthly, eight months in the year, and contains 32 columns of standard newspaper type with no advertising. The Bureau also publishes bulletins, including an annual revision of the Constitution and Rules of the League. Some of these bulletins, such as the one on number sense, have run through many editions and continue to be popular, as indicated by the thousands of copies sold each year.

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[13] Ibid., p. 24.

ONE FINAL WORD

The book Educational Competition by Roy Bedichek is the most complete and competent treatment on education competition to be found in print in the United States. It should be read by every educator in the land. No one can read the book with an open mind and fail to be impressed with the fact that competition is the very mainspring of life and, when properly controlled and administered, is one of the most effective stimuli to educational achievement and to the discovery and development of gifted students who are to be the leaders of the next generation. That some of our larger schools are neglecting this program bespeaks an indifference on the part of administrators that augurs no good for the future generation, the generation that will control our destiny in the years just ahead. The writer would call upon these educators to wake up and look around them and see what opportunities are being overlooked. The objective, not only in literary events but in athletics as well, is not primarily to win but to play the game in such a way as to develop character and ability. "For when the great Scorer comes to write beside you name, he writes not that you won or lost, but how you played the game."

JOURNALISM PROGRAM OF THE LEAGUE

The University Interscholastic League instituted contests in journalistic effort through school papers in 1928, with the cooperation of the School of Journalism of The University of Texas and the active help of Professor Dewitt Reddick. The program has had two features. Editors of school papers of member schools of the League were encouraged to submit copies of their papers to be rated as to excellence of format, organization of material, balance, value of content as news, and general attractiveness. The judges' ratings were on the basis of News Writing, Copyreading, Headline Writing, Feature Writing, and Editorial Writing. Advanced students in journalism in the University were used to do the evaluating. This program continues on from month to month throughout the school year to this time. Then, during the State Meet in May, the editors of the papers are invited to the University for studying points of excellence and defects. A day is given to addresses and conferences, and then in the evening there is a banquet. Four awards are given, representing four degrees of excellence.

This program has been, through the years, one of the most significant and interesting aspects of the League program. After a few years Professor Reddick could not continue to give the time necessary to handle the growing membership's needs, and the League (Bureau of Public School Service) was asked to employ a full-time person to look after the program. The full cooperation of the School of Journalism, through its director, Mr. Paul Thompson, and Professor Reddick, has continued under the new organization. Two meets are held, regional and state. The regional winners qualify for the state, two from each region. There is a junior and a senior division from junior high and senior high schools.

The value of the program to school papers and to individual editors and business managers could scarcely be exaggerated. The element of competition under rules and regulations conducive to educational benefit has been a very important factor in the success attained. Improvement in school papers has been highly noticeable.

CONTESTS IN MUSIC

An independent contest in band music grew up in Texas during the decades from 1930 to 1950. It was actually operated by the Texas Music Educators Association. After the program had operated for several years, the school administrators came to feel that it had outgrown their management and asked the Extension Division to take over its administration as part of the University Interscholastic League. At first, those in charge of the League hesitated, but finally the pressure on us was such that we could no longer resist. So, the program was taken over.

The independent organization continued to operate, and only gradually did the schools join the League in this musical competition. It is safe to state that the change has been accepted by most schools, and for several years the competition under the League sponsorship has brought results that are acceptable to the school administrators.

The contests are called competition-festivals. The purpose is to encourage music education throughout the year rather than to prepare for a contest. General participation by students is preferable to concentration on a few to achieve excellence. The program intends to encourage and teach music appreciation, technical ability, stage deportment, audience deportment, and good general citizenship. The competition should be considered as a regular agency for education and character building in the general educational philosophy of the public schools.

Schools are classified into four divisions for senior high school:

AAAA (845 or more students in the high school)
AAA (370-844)
AA (200-369)
A (120-199)
B (119 or less)

Two divisions are planned for junior high schools:

CC (500 or more students in grades 9 and below)
C (499 or less students in grades 9 and below)

For music competition the state is divided into 16 regions. In each region, competition is held, and the executive committee in charge of the festival is composed of school administrators appointed by the State Executive Committee of the League.

The Regional Executive Committee develops the plan for financing the meet and determines the fees paid by the participants. Rebates are paid to the extent of funds remaining after necessary expense of the meet has been met, up to 100 percent of the expenditures of contestants. The basis of rebate for travel is 10 cents per mile for each car, both ways. Basic standards for judging are those printed in Standards of Adjudication as published by the National Interscholastic Music Activities Commission. Ratings which are given by the judges include Superior, Excellent, Good, Fair, and Below Average.

Contests are provided in band, orchestra, and chorus--both boys and girls.

Special contests are provided in twirling, marching, snare drum, and student conductor competition. Elementary schools may organize area competition in band, orchestra, chorus, instrumental and vocal solos, ensembles, and twirling.

None of the contests extend beyond the regional meet.

One has only to attend a band performance of almost any school to realize that music in the public schools has been stimulated and greatly improved by these music festivals. The interest has been so great that schools have found it necessary to employ a special director of music education and other staff members to handle the program effectively. The school band and/or orchestra has often been an object of great community pride. In many cases, in the larger schools, the band has come to be recognized as an essential accompaniment of the high school football team. Thus, the benefit of travel has been extended to a greater number of students.

The problem confronting the school administrator is to see that overemphasis is not given the band and to see that the program is conducted in such a way as to guarantee a maximum of benefit from an educational point of view. The League has been helpful in this respect. Those in charge of the program, with the advice of the Music Educators Association and the Advisory and Legislative Committee of the League, have striven for a maximum of benefit and a minimum of evils.

THE SPEECH PROGRAM

The speech program of the League was not only the earliest area of participation, but it is among the most comprehensive. The total program includes debate, extemporananeous speech, declamation, both junior and senior, poetry reading, and one-act play.

In all of these activities the program is competitive. First, the contestants are selected within a school, and the winners represent their schools in the district meet. Winners in the district go to the regional meet, and winners in the region attend the final State Meet in Austin at the University. As stated elsewhere, the number of participating schools has varied from year to year, especially in recent years when consolidation of schools has gone forward at an accelerated rate.

The following table gives data on the participation of schools for 1955-56.

DATA ON PARTICIPATION IN THE INTERSCHOLASTIC LEAGUE SPEECH ACTIVITIES FOR 1955-56:

Total number of senior or four-year high schools in report	936
Total number of junior high schools in report	149
Total number of schools in report	1,085

(This total represents 85.77% of the total 1265 accredited junior and senior high schools in the state.)

Total number of senior high schools participating in some or all of the speech activities	720 (76.92%)
Total number of junior high schools participating in some or all of the speech activities	72 (48.32%)
Total number of junior and senior high schools participating in some or all of the speech activities	792 (73%)
Total schools in debate	413 (38.06%)
Total schools in extemporaneous speech	540 (49.77%)
Total schools in senior declamation	682 (62.86%)
Total schools in junior declamation	618 (56.96%)
Total schools in poetry reading	555 (51.15%)
Total schools in one-act play	672 (61.93%)

As the table shows, 76.92 percent of the 1,265 accredited junior and senior high schools in the state participated in one or more speech activities. This is, indeed, a fine showing.

The following tables show the number of schools entering senior and junior high school speech and drama contests in 1956:

SCHOOLS ENTERING SENIOR HIGH SCHOOL SPEECH AND DRAMA CONTESTS IN 1956

Contest	Number of Schools
One-Act Play	607
Debate	379
Extemporaneous Speech	488
Poetry Reading	504
Junior Declamation	556
Senior Declamation	630

SCHOOLS ENTERING JUNIOR HIGH SCHOOL SPEECH AND DRAMA CONTESTS IN 1956

Contest	Number of Schools
One-Act Play	63
Debate	27
Extemporaneous Speech	38
Poetry Reading	49
Junior Declamation	60
Senior Declamation	38

The number of contests held in one-act play in senior high schools in 1956 was 224. These include 153 district contests, 47 area contests, 23 regional contests and 1 State Meet contest.

The number of contests held in one-act play in junior high schools in 1956 was 16. Junior high schools complete competition at the district level.

In drama, between 7,000 and 10,000 students actually participate in the contest plays themselves, with another 7,000 to 10,000 participants in backstage work, scenery, and allied activities.

The Drama Loan Library, which sends reading copies of plays to directors all over the state, is part of the Bureau of Public School Service and contains some 20,000 play books. It is the largest drama service of its kind in the nation. In 1956 we sent out 7,286 play books.

The speech and drama office is also the consulting office for community theatres in the state. Some 30 community theatres at one time or another avail themselves of our services. In recent years, colleges and universities over the state have also used our services.

In the total program of speech and drama, there are about 1,800 speech contests held throughout Texas each year. In the conference program in the fall, between 8,000 and 10,000 students and teachers attend, representing between 400 and 500 schools.

Of the 700 competing schools each year, less than three percent do non-royalty plays in the contest, which means that Texas high schools have greatly raised the standard of production in this contest, at least during the last eight years.

ONE-ACT PLAY

In a very significant sense the drama service of the University Interscholastic League was the result of a demand for the service that came from the schools. Before summer courses in drama were offered to any great extent in the colleges and universities of the state, teachers in the public schools were taking courses in this field in universities and colleges in other states. These teachers called upon the Package Loan Library for plays and other pertinent material.

The Loan Library soon became swamped, and, through the cooperation of the Library and the League, a person was employed to handle this program. Mr. Morton Brown of Austin was the first employee to do this work. In due time, by agreement of the Loan Library and the Bureau of Public Schools Service, the service was moved to the Bureau.

Sample one-act plays were secured from publishers to be sent out to the schools for their use in deciding what play to undertake. These plays were to be used only for examination. The play chosen was then purchased from the publishers.

A statewide contest was promoted for the first time during the school year 1926-27 under the direction of Mr. Brown. Eight casts, one from each of the eight regions, competed at the University during the Interscholastic League meet in May. These casts were from Abilene, Forney, Mexia, Miami, Palestine, San Angelo, San Jacinto (Houston), and Sinton.

There were 83 casts, from as many schools, in the contest as a whole.

The table on the following page indicates the number of schools in the state that participated in the one-act play by years.

More than 12,557 had participated in the one-act play contest in the state in 1956. If each play had an average of five players, more than 62,000 persons have been trained in drama through this contest.

NUMBER OF SCHOOLS PARTICIPATING IN THE ONE-ACT PLAY CONTEST

Year		No. of Schools
1926-27		83
1927-28		129
1928-29		175
1929-30		275
1930-31		337
1931-32		293
1932-33		326
1933-34		346
1934-35		487
1935-36		591
1936-37		600
1937-38		672
1938-39		668
1939-40		659
1940-41		581
1941-42		472
1942-43	2nd World War	70
1943-44	" " "	139
1944-45	" " "	103
1945-46	" " "	225
1946-47		283
1947-48	Four Conferences	400
1948-49	" "	423
1949-50	Three Conferences	470
1950-51	" "	547
1951-52	" "	564
1952-53	" "	709
1953-54	" "	635
1954-55	" "	675
1955-56	" "	626
	Total Schools	12, 557

Directors of the one-act play contest were as follows:

Morton Brown, 1926-27 to 1936-37
J. Howard Lumpkin, 1937-38
Loren Winship, 1938-39 to 1941-42
Mel Pape, 1942-43
June Moll, 1943-44 and 1944-45
Mrs. Mae Ashworth, 1945-46 and 1946-47
Bruce Roach, 1947-48 to date (1956).

A significant aspect of the program has been the assisting of schools in the selection of plays. The collection of one-act plays referred to above has grown from year to year until there are more than 22,000 titles on the shelves at the present time (1956-57).

The high schools (pupils) were disposed to select unsuitable plays--such, for example, as Suppressed Desires which was thrown out by some judges as unsuited for adolescents--but, nevertheless, won the state championship. A series of articles in the Leaguer by Howard Mumford Jones, then Associate Professor of Comparative Literature at The University of Texas, placed great emphasis on proper play selection. When it was discovered that bad selections were too often made by the schools, the League put out a "prescribed list" of plays from which selections must have been made. The Leaguer began a column entitled "Teachers' Guide to Good Plays." This topic was emphasized in columns of the Leaguer on plays by successive directors of the Drama Department of the League: Morton Brown, J. Howard Lumpkin, F. L. Winship, Mrs. June Moll, Mrs. Mae Ashworth, and Bruch Roach.

One could not better characterize the type of educational value of a correct drama program and the service of the League in this connection than by quoting at some length from Mr. Roy Bedichek's book, Educational Competition:

> One need not go far into the stacks of any good library to find books which discuss, learnedly and at length, the educational values accruing from the drama. We shall confine our attention principally, therefore, to one value which the League has, after years of experience, come to consider the primary one and of which the tradition of the drama has most consistently approved.
>
> Attention is given in Chapter 23 to literature and history as a means of implanting and nourishing in school children "the habitual vision of greatness." For this same purpose, the declamation contests, the reading contests, and, more definitely than any other, the dramatics contests--all seem made to order. But it is only upon the right selections in declamation and reading that these contests can be defended in this particular connection. Selection of a play in the dramatics contests is of even greater importance. Declamation or reading concerns

the individual performer; the play, on the other hand, touches intimately as many as there are in the cast--three, or a dozen, or more. The play is a cooperative enterprise requiring intensive work for long periods. The impact of the play upon an audience is therefore much greater than that of the declamation; hence, in all serious drama the selection of the play is of paramount importance.

Indeed, the most important contribution scholastic drama can make to culture lies in its power of vitalizing in the minds and hearts of performers and spectators "that habitual vision of greatness without which," to reiterate Alfred North Whitehead's sage observation, "all moral education is impossible."

Other values and attractions of this contest may be briefly noted:

1. Drama is a classicial contest. It comes to our high school boys and girls in an aura of ancient and illustrious tradition. A golden treasury of tales and incidents touching the stage and glorifying both dramatists and actors has been handed down to us from earliest times. Consider that blithe spirit, Aristophanes, sending Dionysius, personifying the Athenian theater audience, to hell to bring back Euripides, lately deceased. On reaching the lower regions, however, Dionysius learns that a contest has just been concluded in which Aeschylus won the decision over the playwright whose extradition it was his mission to accomplish. Thereupon, this God of the Theater brings back the victor instead, leaving Euripides to endure his defeat as best he can among the legions of other "shades" with whom Greek religion peoples Pluto's dimly lighted domain.

It was the genius of the Greeks to throw everything, even dramatic criticism, into the form of an agon, or contest; and no Dionysian festival would have been complete without its competitions among the great dramatists. A footnote of some significance in this context might here be inserted, calling attention to the fact that drama reached its highest development as a cultural influence in the reverent atmosphere of a great religious festival and under the stimulation of formal contests conducted with such pomp and circumstance as to concentrate upon them the interest of the whole Hellenic world.

2. The dramatic temperament is naturally competitive. Desire for prestige is a powerful motive, not only with actors but with artists of all types. More than in any other field, with the possible exception of athletics, competition has motivated effort in dramatics during all recorded history.

3. The presentation of a drama is a competition in itself, since it is the undertaking of a group to make the audience think and feel with it. The audience is more or less inert and will remain so unless the performance is of a quality to overcome its inertia. The actor often speaks of "fighting" his audience. The audience's attitude is "Move me if you can." The actor's is "Just wait; we'll move you, all right." It is a competitive situation, even though there is only one cast and only one play, and so it is the delight of the naturally competitive.

4. Among the troubles of the play director, surely not the least is that of providing an audience to witness the performance. Various devices, and many ingenious ones, are used. A good director, however, is not always a good promoter, and often a fine play is produced in a sparsely occupied auditorium. Playing to empty seats is an experience that must be avoided at all costs. Nothing so surely deadens dramatic interest in the players themselves. The contest here does yeomanly service, since the contest of itself serves to awaken public interest. Publicity comes easier under competitive conditions, and the school and community naturally fall in behind a play that is going to be judged comparatively with the play of another school and community.

5. As in any other "team game" the contest in play production forces cooperation upon the actors composing the cast. Under proper directing and with a contest in prospect, each member is made to feel that he is engaged in a team event, and that therefore teamwork is required of each individual. Attempts to "steal the show" are less apt to develop, and certainly the "star" evil is greatly minimized. Directors have found such powerful motive for cooperation, or teamwork, in the dramatics contest that many justify the competition on this ground alone.

The desire for individual distinction is so strong in many talented individuals that it is only under the most intense competitive conditions that they can be subdued to cooperative endeavor. Not only dramatics directors but athletics coaches have this problem to contend with, and, for both, the team contest is the solution.

A noncompetitive presentation of plays heightens individual competitions within the cast, and we often find each member striving against his fellows for attention. In short, when the play itself is not in competition, the individual actors are likely to compete one with another. Hence, instead of a noncompetitive presentation providing a situation for "sharing cultural influences," as is often claimed, just the reverse is true, since individual competitions are brought into stronger relief. In the preparation of a play for a competition, the director is given the opportunity of subordinating the individual to the interests of the cast. In the "balanced performance" there is a sharing of cultural influences. Competition compels cooperation.

6. Those who would substitute the dramatics festival for the competition overlook the fact that the two are not mutually exclusive. They seem to think that in order to have a dramatics festival the dramatics competition must first be abolished. Not at all. As a matter of fact and common observation, the two types work along together, each one supporting the other. In those states most highly organized for competition we have the most successful festivals. The festival serves as both a relief and a preparation for the contest. Since 1941, when the League established "Student Activity Conference," dramatics has become an important part of each of the ten regional conferences. They have become "clinics" and often genuine festivals.

It may be remarked here that one of the objections offered by certain school administrators to speaking contests--that they must be judged subjectively--is really one of the main points in their favor. How is one judged when he applies for a job? Subjectively. How do people judge between two candidates for the same office? Subjectively. How does the manager decide promotions in a business organization? Subjectively. And so on throughout

> all the range of competitive endeavor in life-situations, the individual is judged subjectively. Moreover, he is constantly judging someone else's accomplishments subjectively. It is well that he become conditioned to subjective judging while he is yet in school. A great many of the decisions in athletic contests are subjective. In fact, it is hard to name a contest the judging of which does not have in it a subjective element. The motion picture sometimes shows the first-place man in the hundred-yard dash to be other than the one the judges selected as the winner.[14]

OTHER LITERARY EVENTS

In the other literary activities, it would be a safe estimate to say that there are another 50,000 youngsters who take part in ready writing, shorthand, typing, slide rule, spelling, and number sense contests. Indeed, this is a most conservative estimate since schools are allowed multiple representation in these contests.

The League, of course, is set up to encourage the superior student who is gifted in some activity, but League contests are equally concerned with the average student who wants to better himself and who strives toward worthwhile goals. As far as we can tell, the Interscholastic League is one of the few organizations in the state which is interested in encouraging each student to develop his special capacities or talents to the full. We are extremely interested in students who will be leaders, students who have outstanding ability, and students who are superior. The Interscholastic League is practically the only organization which does anything at all in a formal way about the education of the superior student. We feel that the school ought to be well-rounded and should encourage its superior students just as it takes care of its average and special education students. Only through such a program can real leaders be developed.

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[14] Roy Bedichek, Educational Competition (Austin: The University of Texas Press), pp. 291-294.

REGIONAL CLINICS

The Director of the Bureau of Public School Service, beginning in 1946, has organized and conducted clinics for high school students and faculty members in various aspects of the Interscholastic League program. These are regional meetings, and schools of the region are invited to send representative students and faculty members. Meetings are held on Saturday, and the Student Activities Conferences' central school acts as host. The program usually begins at 9:00 a.m. and ends at 12:30 p.m.

The total attendance at the various conferences during the 1956-57 school year was approximately 7,500, representing some 300 schools. Indicative of the conference area covered, League personnel and consultants from the University traveled over 5,000 miles this year (1956-57) attending the conferences and planning meetings.

High school faculty members in the region are used to preside over meetings, and members of the faculty of The University of Texas are employed as critics and helpers. Various aspects of the League program in literary matters in which contests are conducted are brought into focus. After a general session in which the purposes of the day's program are explained, the group is divided into the various meetings on the basis of student interest. The program is based on the various contests of the League, in the main, Speech and Drama, Journalism, School Papers and Yearbook, Slide Rule and Number Sense, and Ready Writing. In some cases, topics such as the student council and choral singing have been discussed in one of the sections. Students are participants, not merely listeners. They give declamations, extemporaneous speeches, and one-act plays, and they debate. They demonstrate how to produce a school paper and how to produce a yearbook, with exhibits to show just how it is done. They demonstrate number sense and actually display the use of the slide rule.

Members of the faculty of the University from the departments of Speech, Drama, Journalism, English, and Mathematics criticize and comment on the program when it is finished. For the student, this is learning at its best, on the job. The readiness of the learner is unquestioned, for he is getting training that can be applied directly to preparation for the contest to come--local, district, regional, and state.

The program has paid off not only in improved contests, but also in the interest of students, teachers, and school administrators in the literary contests of the League. No one can sit through one of these programs, as the writer did recently, without being strongly impressed with its worth to education. The programs are conducted in 11 centers this academic year (1956-57).

Industrial and Business Training Bureau

TRADE AND INDUSTRY TRAINING

While the Smith-Hughes Law, providing Federal funds for trade and industrial education, was enacted by Congress in 1917, nothing appears to have been done about it in Texas until the summer of 1919. Dr. A. Caswell Ellis and Miss Mary E. Gearing took the Texas state plan to Washington for approval that summer, and the plan was approved.

In October of 1919, Mr. S. M. Ransopher began his work as the director of the program at the University, and in November of that year, Miss Laura Murray, who was working in the Lathrop Trade and Industrial School of Kansas City, was made associate director of the program.

A large part of the first year was devoted to promotional work in the larger cities of the state. This consisted of encouraging the schools of these cities to put in classes in Trades and Industries in the public schools, in Foreman Training in the larger industries, and in distributive education among retailers.

The first classes were conducted in the summer school at the University in 1920 in Retail Selling. Instructors were Helen Lehman from Titche-Goettinger in Dallas, Grace Walton from Sanger Brothers in Dallas, and Lucy White from Monnig's in Fort Worth.

In the fall of 1920, the work was housed in the basement of the Law Building, and the staff was increased to six persons. They were Joseph Mueller, New York City; Scott McGinniss, Fort Worth; S. M. Ransopher, Austin; Katherine C. Ball, Austin; Cecil Burdick (later Goodwin), Houston; and Laura Murray.

During 1920-1921, the Division was not under the Extension Bureau, but classes were conducted in Teacher Training, Foreman Training, and Retail Selling in El Paso, Houston, Galveston, Dallas, Fort Worth, and Wichita Falls. The program was placed under the Extension Division September 1, 1921. It was during the Legislative

Session of 1921 that President Bizzell of A & M and President Vinson of the University agreed to divide the work, giving the program for men to A & M and leaving the women's work at the University. While this agreement was reached, there was no legislative approval. However, Ransopher, Mueller, and McGinniss left for other fields of employment.

Miss Ball also ceased to be a regular staff member. When the plan agreed to by the two presidents was brought to the attention of Mr. N. S. Hunsdon, State Director of Trade and Industrial Education in the State Department of Education, he approached the writer, who was Director of Extension, and indicated that the division between the two institutions (the University and A & M) was undesirable and impractical. After due consideration, the Director of Extension approached the then acting president of the University, Dr. W. S. Sutton, and placed the matter before him. It was agreed that the director would prepare a letter to President Bizzell, which Dr. Sutton would sign, indicating that the agreement would not be carried out for the reasons indicated above.

During the year 1921-22 work was conducted in Houston, El Paso, and San Antonio with only two workers, Miss Laura Murray and Miss Cecil Burdick (later Mrs. Goodwin). The following industries were represented: retail stores, garment factories, a doll factory, automobile plants, dressmaking and millinery establishments, oil refineries, a glass factory, a furniture factory, tailoring shops, laundries, hotels and cafes, book binderies, printing plants, a creamery, a hosiery mill, a hat factory, a bakery, and the street railways of Dallas, Fort Worth, and Austin. The following trades were included: carpenters, cabinetmakers, auto mechanics, cooks, waitresses, hotel housekeepers, forewomen, foremen, milliners, dressmakers, art needle workers, cafeteria workers, designers, draftsmen, machinists, blacksmiths, watchmakers, plumbers, electricians, caterers, janitors, and employment managers.

In the summer school of 1921, courses were offered in Employment Management, Industrial Psychology, Educational Psychology, Trade Analysis, Foreman Training, and courses for manual training teachers and administrators of vocational education.

Three courses, Problems in Vocational Education, Trade Analysis, and Foreman Training were given in the University summer school in the summer of 1922 by Miss Murray and Miss Burdick with the help of N. S. Hunsdon, State Director of Vocational Education; Miss Jessie Harris, State Director of Home Economics; Miss Bess Heflin of the Home Economics Department of the University; and a representative of the Federal Board for Vocational Education.

Beginning September 1, 1921, the program was placed under the Bureau of Extension as the Division of Trades and Industries, with Miss Murray and Miss Burdick as the staff. Summer school courses continued to be taught with the assistance of L. W. Fox, Director of Trade and Industrial Education of the San Antonio Public Schools; Mr. Johnson, Director of Trade and Industrial Education in the Houston Public Schools; and Mr. Rakestraw and others from the Federal Office.

Beginning with the school year 1925-1926, the Division became the Bureau of Trades and Industries in the Division of Extension. This was the year that our entire nomenclature was changed. James R. D. Eddy, who for several years had been State Director of Trade and Industrial Education in the State Department of Education became the Director of the Bureau in November, 1944. The work of the Bureau has been greatly expanded, especially in the field of petroleum production. Perhaps the best way to indicate the scope and extent of service in the Industrial and Business Bureau would be to list publications and teaching aids prepared and published through the years. The writer is indebted to Mr. Charles Cyrus for the listing which may be found in the appendix.

SERVICES TO THE PETROLEUM INDUSTRY

The Smith-Hughes Law made funds available for vocational training in agriculture, homemaking, industry, and commerce. Service to industry was naturally channeled through the Trade and Industrial Education of the Division of Extension, whose program has been described in the foregoing pages.

Since in Oklahoma and Texas, and to a lesser extent Kansas, industry was so largely petroleum production, it was but logical that our program should be so largely confined to that field.

The standard of efficiency in oil field workers was and is represented by the formula of Dr. Richards of Columbia University as follows:

$$\underline{M + T + I + J + Mo = E}$$

M = Manipulative Skill
T = Technical Knowledge
I = Job Information
J = Job Judgment
Mo = Morale
E = Efficiency

The Smith-Hughes Law required that all federal funds should be matched by state funds. However, this is one of the few federal laws administered through the states with a minimum of federal control.

As indicated in previous pages of this study, the so-called Foreman Training Conferences as well as the Teacher Training Programs for public schools were inaugurated in Texas in 1921, and conferences were held and programs worked out for the state's oil companies.

It should be reported here that, as far back as 1925, the Marland Oil Company of Ponca City, Oklahoma, now the Continental Oil Company, became interested in the fact that to practice conservation and economical procedures men engaged in petroleum production should better understand production in general and their own job in particular. For this purpose they developed and conducted training programs for their men. In the summer of 1925, conferences were held on the campus of Oklahoma A & M, to which industry was invited, to determine how Oklahoma could participate in the Smith-Hughes funds for vocational education. One of these conferences was conducted for the petroleum industry, and at this conference, the personnel management of the Marland Oil Company, the Department of Industrial Training of the Ponca City Public Schools, and the Department of Trade and Industrial Education of the Oklahoma State Board for Vocational Education banded together to develop a training program.

The first cooperative program in which Oklahoma, Kansas, Texas, and the American Petroleum Institute participated began in 1933. The latter represented the oil companies in educational matters. Previous to this, 17 meetings were held in Texas by Mr. Ray Martin of the Trade and Industry Bureau of the Division of Extension of The University of Texas, and similar conferences were held by Mr. W. Fred Heisler of Oklahoma A & M College, in order to determine the educational background of oil field workers. It was found that the worker, on the average, had a fourth grade education. This meant that the training material had to be very elementary in advancement.

The first efforts were pitched on a very elementary level and concerned themselves with science as applied to industry.

The first committee met in December, 1933, with the following personnel:

W. H. Meier - Atlantic Oil Company
H. N. Blakeslee - American Petroleum Institute
F. M. Butler - Indian Territory Illuminating Company
George F. Fern - State Board, Texas
W. Fred Heisler - Oklahoma A & M
Paul J. Hubbell - Phillips Petroleum Company
W. F. Jones - Shell Oil Company
R. B. Kelly - Pure Oil Company
G. O. Lockwood - Empire Oil Company
Ray L. Martin - The University of Texas Extension Division
Thomas W. Moore - Humble Oil & Refining Company
H. C. Renz - Atlantic Oil Company
J. L. Risinger - Magnolia Oil Company
C. B. Swanner - Magnolia Oil Company
C. A. Young - American Petroleum Institute

After much discussion, it was decided to try to work out courses to suit the needs of individual workers, regardless of their payroll classification. Previous to this time, the vocational training department of The University of Texas and Oklahoma A & M had each developed courses dealing with elementary science and mathematics and a more advanced course in mathematics.

A small committee of oil field representatives was appointed to work with the college representatives. The oil representatives furnished practical and technical know-how needed, and the college and state representatives determined the form needed to get instruction over. The courses, when finally formulated, were turned back to the larger committees for criticism and final approval. The material then became accredited instructional material and was printed by The University of Texas or the Oklahoma A & M College, depending on which institution put it into final form.

The plan provided for developing the program under the local school board and superintendent in petroleum producing areas. In this way a three-point program was developed:

1. The Topical Committee on Vocational Training composed of representatives from the various state departments and of representatives from the producing branch, became the general administrative body for initiating and approving the subjects to be taught and for providing the procedures by which these courses could be developed and finally approved.
2. The various state vocational training departments were to formulate the courses of instruction in cooperation with industry committees, to publish them, and to make them available for use, regardless of state lines.
3. The state department also undertook to organize the classes in the various local producing fields and to arrange for the teachers to issue the necessary credits for taking the course.

The foregoing became the fundamental procedure by which all courses of instruction from that time on were developed. It is believed to be the first instance of an industry like the oil industry cooperating with the various state vocational training departments whereby courses of instruction could be developed on a national basis and could be taught in any oil field in any state in accordance with the basic provisions of the Smith-Hughes Act.[1]

At the second meeting of the committee in February, 1934, plans were made for the subcommittee reports on establishing three types of courses:

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[1] James R. D. Eddy, The Story of Vocational Training in the Division of Production, American Petroleum Institute, 1932-1949.

1. Basic
    - Grade review
    - Applied mathematics
    - Elementary science as applied to the production of petroleum
2. General
    - Internal combustion engines
    - Steam power pumps-compressors
    - Electrical power
    - Story of petroleum
    - Practical geology
    - Combustion
3. Special
    - Methods of lifting oil
    - Pulling wells
    - Emulsions
    - Paraffin problems
        - Repressuring
        - Lease storage
        - Oil and gas separation
    - Care and use of equipment[2]

The Topical Committee validated the first courses. These consisted of Elementary Mathematics, Care and Operation of Internal Combustion Engines, and Oil Field Science. The interest in the field was so great that, in many cases, the worker did not wait for validation.

The program developed in the following manner:

1. The field men--oil producers--indicated what the workers needed to know.

2. Various subjects were assigned to one or another of the states' vocational representatives for development.

3. Committees composed of three to five men, usually from the field, worked with representatives of the vocational department of

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[2] Ibid., p. 8.

colleges and universities--in the early days, Mr. Meier and Mr. Martin--and prepared the material.

4. The committee as a whole reviewed the material and validated it or returned it for revision, after which it was finally validated.

ENROLLMENT IN API VALIDATED COURSES[3]

	1933-1934	1934-1935	1935-1936	1936-1937	1937-1938	1938-1939	1939-1940	1940-1941
Oklahoma	1566	972	848	784	529	449	636	133
Texas	853	4480	2375	1806	2739	1143	1920	2649
Arkansas			490	110	140	130		
Kansas			522	229	1069	957	251	580
New Mexico					323	107	77	91
California						1679	1469	878
Pennsylvania						479	268	169
Louisiana							269	228
Michigan								132
TOTAL BY YEARS	2419	5452	4235	2999	4800	4964	4890	4860

	1941-1942	1943-1944	1944-1945	1945-1946	1946 1947	Total by States
Oklahoma	190			18	356	6481
Texas	781	119	830	997	1221	21913
Arkansas					46	936
Kansas	306					3984
New Mexico					111	709
California				66		4092
Pennsylvania	85	15	170	154	240	1580
Louisiana	112			115	162	886
Michigan						132
Misc.					263	263
TOTAL BY YEARS	1474	[illegible]4	1000	1350	2399	40976

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[3] Ibid., p. 9.

5. The final stage was to contact state and federal vocational departments for final approval.

In the procedure just described, a committee consisting of field men with the know-how met with a representative of the State Board for Vocational Education or of the vocational department of the college or university cooperating in the program. They used the so-called "suction pump" method to pull out information needed for the text from the field men. Much discussion was involved before final decisions were made. The job of the vocational man was to put the material into a teachable form. Another method was to establish a rather large committee of field men and assign specific phases of the program. These phases became chapters in the book. In the pipeline course 15 men worked on the 15 chapters. The text was edited by the vocational representative.

The table (page 80) shows a drop in enrollment in 1936. This resulted in an examination and revision of the courses. Basic courses were not changed, but the special courses were completely revised. The revision of courses of March, 1936 resulted in the following course structure:

1. Basic Courses
   *B-1 Grade Review
   *B-2-A Applied Mathematics (Elem.)
   *B-2-B Applied Mathematics (Adv.)
   *B-3 Elementary Science
2. General Courses
   *G-1 Internal Combustion Engines
   *G-2 Steam Power
   G-3 Surface Pumps
   G-4 Compressors
   *G-5 Electric Power
   G-6 Story of Petroleum
   G-7 Oil Field Transportation
   G-8 Blueprint Reading
   *G-9 Motor Vehicle Driving
3. Special Courses
   S-1 Drilling Practices
   S-2 Production Practices
   S-3 Construction Practices

S-4	Natural Gas Production
S-5	Natural Gasoline Manufacturing
S-6	Pipeline Operation

*Courses for which texts are available.[4]

In 1938, for the first time, a Pacific Coast representative was appointed on the topical committee. It was in this year that the program was begun in California. Heretofore, the committee had been a mid-continent committee, and this was the first step in making it nationwide. Courses on the manufacture of natural gasoline and blueprint reading were added in 1938.

In 1939, a plan of certification was developed. Those who received certificates must have taken approximately six years of evening school work. The recipient of the certificate must have done a certain number of hours in basic courses, a certain number in general courses, and a certain number in special courses.

In 1940, Pennsylvania, whose program was pitched on a little higher level, came into the program. It was, in effect, an engineering program. The Topical Committee felt the Pennsylvania program was on too high a level, although both Pennsylvania and California thought their workers were of ninth grade level instead of fourth, as was the assumption in the mid-continent program.

The approval was on three levels:

1. Elementary or basic
2. Trade or journeymen
3. Technical or junior college

This did not mean different courses for the three levels, but courses were pitched on different levels to suit the students' educational advancement.

The work continued on an even keel from 1941 to 1944, during which years no meetings of the Topical Committee were held. In 1944, the committee recognized the need for local courses to keep pace with such technological advances as repressuring in the oil fields.

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[4] Ibid., p. 13.

The emphasis on the regular training program was again brought into focus, and John Woodruff of the Extension Division of The University of Texas was appointed as a full-time state coordinator of the petroleum industry training, with instructions to go out and see what the industry needed.

This resulted in a number of local courses, such as Subsurface Disposal of Salt Water. This problem was worked out for the East Texas field in connection with the East Texas American Petroleum Institute chapter. Similar problems were dealt with in the Panhandle area around Pampa and in the Permian Basin of West Texas. Courses on these problems were run in the various areas.

World War II interrupted the program, but by 1944, it got back into swing. In 1946, a complete review of the problem was initiated. The field problem was to find from the field what was needed and whether or not the material in the courses was adequate. More and more courses were broken up into small units so that a man in the field could get just what he needed.

The Topical Committee summarized the situation as follows in 1945:

> Reports from the various reviewing committees fully indicate the trend toward and the need for short unit courses on specific phases or operations of a general subject, rather than the general course heretofore developed.[5]

As a result of discussion and some intensive study a Central Committee on Vocational Training was established. This was in November, 1947.

The idea of grant-in-aid was approved to assist in preparing material and carrying on the program.

The University publishes its own text manuals and distrubutes them at cost plus ten percent.

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[5] Ibid., p. 19.

SALES OF PETROLEUM VOCATIONAL BOOKS PUBLISHED AT THE UNIVERSITY OF TEXAS 1934-1947[6]

	Books Sold
UP TO FALL 1935	3700
1935-1936	3775
1936-1937	1811
1937-1938	2868
1938-1939	1673
1939-1940	3108
1940-1941	2770
1941-1942	1493
1942-1943	897
1943-1944	781
1944-1945	2109
1945-1946	1560
1946-1947	3893
TOTAL	30,438

WORLD DISTRIBUTION OF API VOCATIONAL TRAINING TEXTS[7]

- Austria
- Barhein Islands
- Brazil
- British West Indies
- Canada
- China
- Colombia
- Cuba
- Czechoslovakia
- Egypt
- England
- France
- Germany
- Holland
- India
- Iraq
- Iran
- Italy
- Mexico
- Peru
- Poland
- Russia
- Siam
- Spain
- Turkey
- Venezuela

There were many men who could not enroll in the courses, but who purchased and used the text manuals. There has been demand for teaching the material by correspondence, but teachers have not been available for this work.

The program through 1947 officially trained 40,976 men in validated courses. If we add those courses taught before they were validated, the total would probably reach 50,000. No other program of cooperation among industry, public schools, state vocational departments, and state colleges and universities has the nationwide breadth as has this program.

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[6] Ibid., p. 20.

[7] Ibid., p. 21.

SOME RECENT TRENDS IN THE PETROLEUM TRAINING PROGRAM

In the earlier years, the teachers of the program were employed by the local schools or colleges, but were paid in part from state or federal funds. In more recent years, the instructional staff has been concentrated at The University of Texas, and a central staff has been maintained. A small staff in the marketing aspect of the petroleum industry is now maintained at Texas A & M and at the University of Oklahoma, the work in that state having been moved from A & M to the University.

The training program, which earlier was given directly to workers in the field, has been expanded to the management level.[8]

The American Association of Oil Well Drilling Contractors in 1945 came to realize the importance of drilling muds and the chemistry of these muds and joined with the oil companies in sponsoring a training program. About this time Mr. John Woodruff was employed by the Extension Division of The University of Texas to head up the training program.

Universities and colleges in the oil producing areas have been enthusiastic supporters of the API-AAODC program from the outset. Extension departments have aided in the development of texts and have supplied skilled teachers to aid in instruction.

The new program, called The School of Production Technology, is illustrated at Kilgore College, where a seven-week presentation was held in the fall of 1955. Previous to this, such a program had been conducted at Odessa, Texas. Hundreds of hours were spent by the Petroleum Extension Service of The University of Texas, the API Advisory Committee of 20 oil men and educators, and a group of subcommittees with a membership of more than 30 men, in preparing the material and arranging a resident teaching center. These centers--which are, in effect, technical institutes--cover a rather wide range of material from public relations to production techniques, reservoir mechanics, etc.

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[8] "Skill of Production Workers Aided by A. P. I. Training Program," World Petroleum, November, 1955.

Specialized courses of various sorts are provided for any local group whose leaders feel that the program is needed by the worker.

In the case of the course in drilling muds, more than 2,000 men have participated in the program. The course takes about 30 hours and is usually spread over a period of about two weeks.

The following specialized courses and training kits are available: "Treating Oil Field Emulsions," "Field Handling of Natural Gas," "Care and Operation of Pumping Engines and Units," "Care and Use of Sucker Rods," "Handling and Running Casing," "Care and Handling of Sucker Rod Pumps," "Care and Use of Wire Rope." Other courses in preparation are "Lubrication," "Control of Vapors and Oil Gravities in the Production of Crude Oil," and "Water Flooding."

A committee has been appointed to give consideration to teaching some of the courses by correspondence.

It was reported that in July, 1955, cumulative enrollments in specialized courses had reached 15,561--divided by states (including the Dominion of Canada) as follows: Alabama, 124; Arkansas, 127; California, 593; Colorado, 327; Illinois, 307; Kansas, 1,387; Louisiana, 535; Mississippi, 37; Montana, 32; Nebraska, 44; New Mexico, 361; Oklahoma, 1,567; Texas, 8,870; Utah, 31; Wyoming, 591; and Canada, 609.

SPECIAL PROGRAM WITH THE AMERICAN ASSOCIATION OF OIL DRILLING CONTRACTORS

The purpose of the association is stated as follows: "To afford a ready means for the cooperative studies directed toward the general increase of the efficiency and effectiveness of the operating personnel in the oil well contracting organizations, with the objective being the mutal benefit of the operating personnel, oil well drilling contracting, the oil industry generally, and finally of the economy of the nation."[9]

In 1946, the drillers in West Texas were having much trouble with drill pipe failure. John Woodruff, who had become the head of the petroleum industry training section of the Division of Extension in The University of Texas, approached the association with a proposal to conduct a program on "The Principles of Drilling Mud Control" in West Texas. The committee to handle the matter for the association was appointed and known as The Committee on Research and Education, with Mr. Ed Warren as chairman.

A grant was made by the association to The University of Texas for presentation of the course. This represents the first effort at cooperation between the well drillers and an educational institution. This first course and all courses since were developed especially for the man in the field, i.e., the roughneck. While he did not have the knowledge of the mud engineers, he nevertheless came to learn something of the chemistry of anhydrite, bentonite, caustic soda, tannin, calcium chloride, barium sulfate, sodium tetraphosphate, and a host of other chemicals.

The well driller learned the necessity of running well tests for density, mud weights, viscosity, and gel properties. All this meant fewer and fewer drilling problems.

The big year in mud school programs came in 1947 when 2,300 men attended courses.[10]

To the present time (1956) over 8,000 men have taken the course.

Courses in "Accident Prevention Through Supervision" were developed in 1948. This program was followed in 1948-1949 with four more programs in Management Institutes, The Employer Unit Plan of Supervisory Training, Drilling Practices, and Drilling Engines.

Management Institutes dealt with Functions of the Executive, Personnel Problems, Management's Responsibility in Accident Prevention, Security for the Drilling Organization, Application of Cost

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[9] Richard L. Dailey, Ten Years of Training With the AAODC, p. 1.

[10] Ibid., p. 2.

Factors, the Legal Position of the Drilling Contractor, Selection of Men and Their Development, and Human Relations. The institutes reached the saturation point in about a year and a half. The total enrollment in 15 centers in 10 states was about 700.

The Drilling Engineers Course ran for six months at Odessa and reached 152 men. The course in Drilling Practices was given at Kilgore and Long Beach City College. Southwest Louisiana Trade School trains in how a drilling rig operates. The emphasis at Kilgore is on drilling muds.

The last of the courses inaugurated in 1948-1949 was the Employer Unit Plan of Supervisory Training. It lasted for six years and enrolled about 5,500 persons.

In 1951, the AAODC planted another seed, and a whole new group of courses emerged. The Petroleum Extension Service of The University of Texas began the development of films pertaining to operations around a drilling rig and built a three-hour course around the film. Of the 7,000 people who have attended this course approximately 500 are college students. Other films have come along, nine in all. These are colored with sound effects, and just to view them all would consume five and one-half hours of time. They constitute valuable teaching aids.

The mud book which accompanies the course on Principles of Drilling Mud Control is sold separately, as are many of the other texts. A book entitled "Primer of Oil Well Drilling" has sold more than 40,000 copies, and "Primer on Well Service and Workover" has sold 20,000 copies or more. In all a little more than 100,000 copies of manuals and texts bearing AAODC have been sold in all countries that produce petroleum. There are 19 courses concerning every phase of well drilling, and this is probably the most complete program in this field to be found anywhere in the world today.

People from Arabia, Germany, the Netherlands, Chile, Venezuela, Canada, and from every active producing area in the United States have taken advantage of this training program. The substance of the above material is taken from Ten Years of Training with the AAODC by Richard L. Dailey, Specialist in Supervisory Training, Industrial and Business Training Bureau, Extension Division, The University of Texas.

DISTRIBUTIVE EDUCATION

The George-Deen Act, as amended by the George-Barden Act in 1946, provides funds from the federal government for carrying on a training program in distributive education. Federal funds are matched by state and local funds.

> The Distributive Education Department of the Extension Division provides a training service to assist small business with everyday problems of personnel training and supervision. A series of short, intensive courses are brought to retailers, wholesalers, and distributors of service, both on the employment and management levels, by training specialists who travel throughout the state.[11]

The major objectives of vocational education in distribution are:

1. To increase the skill, technical knowledge, occupational information, understanding, morale, appreciation, and judgment of management and workers.
2. To prepare workers in distribution to transfer to a related kind of work in another distributive occupation or to move to higher level positions in a given occupation.

Distributive occupations are those followed by workers directly engaged in merchandising activities, or in activities that involve contacts with buyers and sellers. In such contacts workers do the following:

1. Distribute farm and industrial products to consumers, retailers, jobbers, wholesalers, and others; or sell services.
2. Manage, operate, or conduct a retail, wholesale, or service business.[12]

With seven itinerant instructors on the staff (May, 1956), an effort is made to carry the program to all parts of the state with special attention to small cities and towns. Our primary object is to give management, supervisory, and sales training to individuals in retail, wholesale, and service-selling occupations. As a result of this training we not only better the individual's performance in his profession, but we also contribute to the economic strength of businesses and communities.

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[11] Forty-Fourth Annual Report 1952-1953, Division of Extension, The University of Texas (Austin: The University of Texas).

[12] Public Vocational Education Programs (Washington: Office of Education, U. S. Department of Health, Education, and Welfare, 1956), Pamphlet 117.

The titles listed under Distributive Education were prepared for the itinerant instructor who traveled about over Texas and presented this material in short unit classes.

Simplified Record Keeping for Grocery Stores, Mimeographed, 45 pages, 1940.

Operational Policies and Procedures for Specialists in Retail Training, Mimeographed, 31 pages, 1945.

Housewares, Mimeographed, 78 pages, 1945.

Drugs and Cosmetics, Mimeographed, 49 pages, 1945.

Interior Decorating and Home Furnishings, Mimeographed, 32 pages, 1945.

Infants' Wear Manual, Mimeographed, 58 pages, 1945.

Shoe Manual, Mimeographed, 81 pages, 1945.

Personality in Business, Mimeographed, 39 pages, 1945-1946.

Junior Department Store Operation, Mimeographed, 46 pages, 1946.

Leader's Manual--Personnel Organization, Mimeographed, 35 pages, 1947

The following figures indicate the extent of the program for 1955-1956:

Number of classes held	326
Number of students	8756
Number enrolled in Management Institutes	1183

The program is of inestimable value both to sellers and consumers in elevating the standards of business transactions.

Package Loan Library

The idea of some form of library service was in the mind of President S. E. Mezes in his communication to the Board of Regents in June, 1909, in recommending the establishment of an Extension Department. "The plan in general would be to establish three departments: teaching through correspondence, lectures by members of the Faculty, and the preparation of school libraries on request of those desiring to work up particular subjects, either for their own information or in connection with debates.[1]

Although the loan library, as such, was not organized until 1914, some attempt on the part of the Extension Department to furnish reading material was made in 1910. A Department of Extension bulletin published in 1910 mentions traveling libraries made up of books and articles. The bibliographies mentioned in the Announcement of the Extension Department in Bulletin No. 212, dated December 22, 1911, are evidently the forerunners of the Package Loan Library. As stated in the bulletin, the service was given under the Public Information and Welfare Division of the department. Bibliographies were sent out on request on Prohibition, Municipal Ownership of Public Utilities, Commission Form of Government for Cities, Educational Improvement and Social Reform, Compulsory Education, and Free Raw Materials. Traveling libraries were available dealing with The Liquor Problem, Penitentiary Reform, and Municipal Ownership of Public Utilities. The service was limited to a few subjects at first as indicated above, but by 1916, the program had been expanded as indicated by the following:

> The Division of Public Discussion of The University Extension Department has established a Loan Library. Its special function is to aid in the work of the University Interscholastic League and to assist schools, clubs, and individuals who do not have access to public libraries. No fees are required, nor is a formal registration necessary. The rules are very simple:

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[1] Minutes of the Board of Regents of The University of Texas, Volume C, p. 459.

> 1. The borrower pays the postage both ways.
> 2. Libraries may be kept for two weeks only.
> 3. More than three libraries on the same subject may not be sent to the same school or club at the same time.
>
> This library consists of packages made up of clippings from magazines, pamphlets, and books, all on the same subject. This material is fastened together with rubber bands, and filed in readiness to be mailed out upon receipt of a request for information.[2]

The University of Texas Bulletin number 46, which is quoted in the paragraphs immediately preceding, then listed 107 specific subjects on which libraries had been developed. They ran the gamut of life in this period, ranging from "Alfalfa" to "Women's Suffrage." Fields of study included social responsibility, social problems, education, economics, agriculture, animal husbandry, geography, and vocational training.

According to the bulletin, clippings and miscellaneous material had also been collected on a wide variety of subjects for which no library was available as such.

> "The Peoples Loan Library" (as it was called) was established by the Division of Public Discussion, part of the University extension work, in August, 1914. Miss Marion Potts was director of the service. "Its primary purpose is to aid the young debaters of the small towns and rural districts who, through the Interscholastic League, are being trained to think about and discuss in public the live questions of the day. These young people were handicapped by the lack of library facilities. The department came to the rescue with the establishment of this library from the model at the University of Wisconsin."[3]

Miss Potts served only one year, and was followed by Miss Sue Goree in 1915. Miss Goree was succeeded by Miss LeNoir Dimmitt in 1917.

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[2] "The Extension Loan Library and List of Free Bulletins," Bulletin No. 46 (Austin: The University of Texas, 1916), p. 3.

[3] Handbook of Texas Libraries, No. 3, 1915, p. 80.

The Loan Library was set up as a separate unit in 1919. Data on its program and services are to be found in the following bulletins: The Loan Library and List of Free Bulletins, August, 1915; Handbook of Texas Libraries, No. 3, pp. 80-81; Handbook of Texas Libraries, No. 5, pp. 65-66. The Package Loan Library has never had any connection with the University Library, although there has been a great amount of cooperation between them.

The work of the Bureau consists of four parts. In the first place, it is a library of reading materials, consisting primarily of pamphlets, congressional records, brochures on a variety of subjects, and magazines. One hundred fifty magazines are subscribed for in duplicate, and files of the magazines are kept through the years. Material is assembled on a given subject--clippings, pamphlets, and brochures--and placed in a package with a rubber band around it. This material is filed in pasteboard boxes on shelves. It is classified according to the Dewey decimal system. It requires thousands of feet of shelving to accommodate the material.

The second requirement is for research librarians to run the standard references, find the material available on any given topic, clip it, and assemble it into packages for filing.

The third part of the program consists of assembling the materials and labeling them for mailing.

The forth and final step is packaging the material, weighing it to determine the amount of postage needed, and mailing it out.

The plan operated for nearly 40 years as a free service to Texas citizens, with the user paying the postage both ways. Beginning with the 1955-1956 session, the user was required to pay a nominal fee as follows:

Plan A. Subscription to all Extension Library Services for an annual fee of $10.00 for all or any part of the fiscal year (September 1-August 31); an individual, a school, club, library or any other organization may have unlimited use of our library services so far as we can reasonably provide them.

Plan B. For borrowers who do not wish to subscribe as above, the following service will apply:

$1.00 per package (i.e., per subject requested)

In both Plans A and B, we shall pay outgoing postage, and the borrower will continue to pay return postage.

A study of topics on which loan libraries have been made reveals the changing interests of the people of Texas; if a sufficient number of persons request materials on a given topic, the library makes up a packet on the subject. It should be remembered that Texas was about 75 percent rural (open country and towns of fewer than 2,500 population) in 1917 while today (1950 Census), for the first time in our history, we are 60 percent urban. It is still true that we predominately serve the needs in library service of rural people or small villages, for the very simple reasons that these areas do not have public or school libraries, nor are there many county libraries. However, the demands for reading material reflect the advances made in even these areas. As the world, the thinking, and the problems of the people move forward, so must the library service advance.

The program is designed to meet the needs of schools in rural or small urban areas where libraries are not available. English teachers use the materials in theme writing; history teachers find them valuable in presenting current history; social science teachers find them useful in the discussion of social problems; Latin teachers use them to make their subject alive; students working on debates find material on both sides of the question. Package libraries have been assembled on a variety of topics in the field of education. Those planning programs for special days will find a wealth of material adapted to their needs. There are libraries on the various vocations for use in vocational guidance in schools.

Club women use the material in their club meetings. Speakers to any group find material on almost any topic of current interest.

Local libraries borrow the material to supplement their resources, especially on subjects of current interest. The library has a file from 1918 to date, with duplicate copies of about 150 periodicals indexed in Reader's Guide and Education Index and approximately 900,000 classified pamphlets and articles which have been clipped from periodicals. Only the largest libraries in the state have as many periodicals, and none of them has nearly as many pamphlets as does this library.

Material is available on many topics suitable for public forums, such as Social Security, Juvenile Delinquency, Uses of Atomic Energy, and Universal Military Training. County Home Demonstration Clubs find the package libraries on Home Improvement, County Unit of Health, and Food Preservation of great help in their program. Parent-Teacher Associations use material on many of the subjects on which we furnish package libraries under Education, Home Life and Home Building, Mental and Psychological Problems, and Moral and Ethical Matters. Civic clubs and city officials find many topics of interest under Government and Politics. The Library is the official depository in this area of all material published by United Nations and its subsidiary agencies.

Individuals who want to make addresses to groups often find just the up-to-the-minute material they need. Homemakers write in for material to help them solve their problems more effectively.

Even in the early days of the program the service was very extensive, as shown by the list of packets in Appendix D. The modern demands are shown in Appendix E.

The growth and services of the Package Loan Library have been phenomenal, not only because of the fine service rendered the people of the state, but because of the lack of libraries in a vast majority of the communities in the state and the lack of county traveling library service through bookmobiles, especially in the earlier years. For many years, the circulation of units of material on a great variety of subjects has far exceeded that of any other similar service in other member institutions of the National University Extension Association. For a complete list for 1955-56, see Appendix D. For the academic year 1952-53, 28,092 package libraries were borrowed by 13,212 persons, and 3,098 package libraries were loaned to regular libraries. This makes a total circulation of 31,190 units loaned during the twelve-month period.

The total of the forty-year period is more than 900,000 circulation. Total appropriations have amounted to $747,046.

The Loan Library was too new to be affected in the matter of circulation by the First World War. The effect of World War II is shown by the reduction in circulation for the years 1942-1948.

GROWTH OF LIBRARY CIRCULATION

Biennium	Approximate Circulation
1914-1916	3,500
1916-1918	5,500
1918-1920	11,000
1920-1922	19,500
1922-1924	24,000
1924-1926	37,000
1926-1928	39,000
1928-1930	46,500
1930-1932	56,000
1932-1934	60,102
1934-1936	65,404
1936-1938	63,637
1938-1940	69,995
1940-1942	64,171
1942-1944	43,093
1944-1946	50,906
1946-1948	56,381
1948-1950	64,264
1950-1952	60,816
1952-1954	64,253

For 1930-1932, exactly 55,871 libraries were circulated. The material consisted of nearly 5,000 books; 13,524 plays; 7,740 club outlines; and 573,318 pamphlets and clippings. They were sent to 1,363 towns and rural communities in 252 counties in Texas. Only two counties, Kenedy and Loving, were not served, while 17 counties used more than 600 libraries each.

More than 60 percent of the libraries circulated were under Literature, Political and Social Sciences, History, and Fine Arts.

The Biennial Report to the President and Regents of The University of Texas for the years 1930-1932 quotes from users of the material to indicate the usefulness of the Loan Library to the citizens of the state.

> Club Women
>
> The Loan Library is so helpful. It is wonderful to have access to all the information it gives with just the small cost of postage.

The material you sent on "Young People of Today" was the basis of one of the most interesting discussions the club has had this year.

We have found your service to be indispensable.

Newspaper Writer

I surely do appreciate the promptness with which you answered my request and the splendid material sent. In fact, I think no department of the University is rendering to the State a greater service than the Extension Loan Library.

Teachers

I want to thank you for this service and want you to know that the material has aided me greatly.

I cannot express to you what the literature on Africa and Austria has meant to my geography class.

I am returning material on "Correct Posture." May I express my appreciation for the service you are rendering.

It is a great help to all who use it.

Accept my sincere thanks for the excellent selection you sent me to use in my Thanksgiving program.

What you sent on "Student Activities and Discipline" helped me greatly, and I sincerely appreciate it.

I am in receipt of the book of "Declamations" you sent to me. I am delighted with the contents, and this day have ordered one for my very own.

The "Plays" were excellent, and I shall use at least two of them. I am one of the many who appreciate the service you render to the people of Texas.

Students

I have returned the material on "Some Things We Owe to Burbank." It has been a great help to me in preparing my paper.

I am sending the literature on "Contempary American Poets" borrowed from you, and I thank you very much, for it helped me out wonderfully.

I sure thank you for the use of the material on the "American Army and Navy." It has been of great benefit to me.

I wish to thank you sincerely for the material on "Conservation of Natural Resources in Texas." It has aided me greatly in my theme.

The material on "Prison Reform" was just what I wanted and I want to thank you for your trouble in sending it to me.

I am returning the material on "Old English Customs." I was very much pleased with it, and so were the other girls who shared the material with me, as you requested.

Am sending the articles on "Woodrow Wilson." I certainly thank you for the help you have rendered me. I feel that I could not have got by without your help.

P.T.A.

I am returning the material on "Trial by Jury." I want to thank you for the use of it. I found it to be a great help in studying the state debate subject.

Please send me material on the "Interscholastic League Debate Question" for the use of the four debate teams of the Greenville High School. I am sure that the debate teams of other schools and colleges appreciate your most beneficial aid, as we do.

I herewith return literature for the "P.T.A. Program." The library is rendering a wonderful service to the clubs and people in general.

The service which you are rendering small-town club-women cannot be estimated, and I wish to thank you for the many favors you have shown me.

It is safe to assert that no service of the Extension Division has been more widespread or useful in the education of the masses on what is going on in the world and none has cost the taxpapers less in proportion to the service rendered.

Nutrition and Health Education

The beginning of work by Extension in the field of Home Welfare seems to have been in 1912, in which year Miss Jessie P. Rich was the lecturer on domestic economy.

In 1913-14, there was a Division of Home Welfare in the Department of Extension, with Miss Mary E. Gearing serving as director. Two lecturers in this field were Miss Rich and Miss Frances Lomen. A course in Home Economics was taught by correspondence in 1915-1916. Miss Gearing was replaced as head of the Division in 1918-1919 and was succeeded by Mary Minnerva Lawrence. Miss Jeanie Mary Pinckney was named lecturer.

In 1920-1921 Miss Gearing was again the director, and Miss Edythe P. Hershey and Miss Pinckney were the lecturers.

For the school year 1921-1922, there were three lecturers in home economics. Miss Gearing was on leave of absence from 1923-1924, and Miss Hershey was acting director with two lecturers in the field. She was succeeded by Miss Pinckney, who continued in this capacity until the Division was discontinued. During the years of the administration of Miss Gearing, who was also Professor of Home Economics in the University, there were annual meetings held at the University, known as Home Economics Week. Various other annual conferences were held. In 1922 and in 1923, Conferences on Citizenship Education and Home Welfare were held. These conferences were in response to requests of the Texas Federation of Women's Clubs, Texas Congress of Mothers and Parent-Teacher Association, and Texas League of Women Voters. In February 1923, the Nutrition and Health Education Conference was held. Following the Second White House Conference in the early 1930's several annual conferences were held on Child Health and Protection. These were follow-ups of the Second White House Conference on Child Health and Protection.

These various conferences were of inestimable value in bringing all groups and agencies together for a discussion of what was being done to improve the program of education and child welfare in the state.

There were several other significant aspects of the program. One of these was the rat-feeding experiment, using white rats, which was conducted in a number of the public schools. These experiments, and the records kept by the children indicating growth of the rats under various diets, served as concrete material for discussion in physiology and health classes.

A Health and Happiness League was organized for teachers of health work in the schools, and a monthly publication known as Health and Happiness was published and sent to the members of the organization. In addition to these efforts, special health clinics and conferences were held in various centers in the state, and lecturers in children's health were given to clubwomen, parent-teacher groups, teachers' associations, and similar organizations. In this program, materials on all phases of growth and development were provided for the use of teachers through the Health and Happiness League. Leading spirits in this program were Miss Gearing, Dr.Hershey, and Miss Pinckney who succeeded in making the program practical and effective.

The previously mentioned study of rat-feeding is worthy of closer scrutiny. The children fed the rats different types of diet such as candy, Coca-Cola, etc., and all were fed a basic diet of cornmeal. They were weighed regularly, and their weights were recorded. The experiment created much interest and served as the basis for discussion in the health lessons. The similarity of diet needs of rats as compared with those of children made the experiments significant and effective.

The membership of a doctor on the Board of Regents caused the program to be questioned for the reason that it was not administered by an M.D., and much criticism arose over it. The program was finally discontinued as the State Health Department became stronger and better supported.

This Bureau served another useful purpose in conducting programs for the upgrading of a community. Typical of this effort was the program conducted at Lytle, a small irrigated section on the Medina River, southwest of San Antonio.

Three members of the staff of the Health Education Bureau spent a large portion of a year in the community. Public meetings were held by the citizens with speakers from the University in the various fields of education, sociology, physical and health education, as well as representatives from the State Health Department, the Extension Service of A & M College, recreation experts, and others. Much emphasis was placed on sanitation for Mexican workers in the irrigation project and on recreation for the young people. A summer program for the ladies in arts and crafts was provided, and children of these ladies were cared for in a play program.

The program was frankly experimental. It was less effective than should have been expected because the lake, which was supplying water for irrigation, went down due to drouth, and most of the irrigation had to be discontinued. This caused the leadership to be weakened, and therefore much of the benefit was lost.

This experience together with the experience we had in another community, Burnet, demonstrated the importance of local grass roots leadership. A program of progress, if it is to be permanent, must grow out of the felt needs within the community, and there must be leaders there who can carry through to success. In general this means that best results are not realized if the programs are superimposed from the outside.

In the case of Burnet, a former citizen of that community became interested in improving life in the town. He and other community-minded citizens organized the people, picked out leaders, and began to look around to discover sources of help. The Extension Division of The University of Texas was called in for consultation and for assistance with respect to school needs, library needs, and other cultural improvements. The Bureau of Business Research of the University assisted with a study of Burnet County's economic problems. Cooperation was secured from the county Agricultural and Home Economics Agents and from the A & M College Extension Service. The State Health Department contributed much to a solution of the problems of sanitation and health.

Streets were paved and otherwise improved, bridges were built, town beautification was brought into focus, and a public library was established. So successful was the effort that the National Veterans of Foreign Wars selected Burnet as an outstanding example of what a community can accomplish when properly motivated by competent leadership.

A Study of the Causes of Absence Among Texas School Children by Jeanie M. Pinckney, Alice H. Miller, and Carl V. Bredt was made, and the results were published in 1935.[1] This study was significant for the reason that it gave an indication of the extent of and causes of absence and their relation to disease, child accidents, etc.

A second publication was a Manual of Physical Education for Elementary Grades.[2]

The program unquestionably made the leaders who were concerned with education and child welfare more conscious of the problems involved and the cooperation needed for their solution. When the doctors became aware of what was taking place through their member on the Board of Regents, they became aroused because the program was not directed by an M.D. For this reason it was discontinued, and the program of the State Department of Health was greatly expanded. It is doubtful if the Department of Health has ever done as much toward educating the people in matters of health, and particularly the children in the school, as did this small bureau in the Extension Division.

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[1] A Study of Causes of Absence Among Texas School Children (Austin: Bureau of Nutrition and Health Education, Division of Extension, The University of Texas, 1935).

[2] D. K. Brace and J. M. Pinckney, Manual of Physical Education for Elementary Grades (Austin: Bureau of Nutrition and Health Education, Division of Extension, The University of Texas, 1935).

Parental Education

Parental Education was begun in the Extension Division as a part of the Bureau of Health Education in the fall of 1928. When the bureau was discontinued by action of the Regents, the parental education specialist was continued under the direction of the Dean of the Division of Extension. The work was a joint enterprise of the State Department of Education (now known as the Texas Education Agency) and the Extension Division. Mrs. Virginia Sharborough has been in charge of this program from the beginning.

The program was designed to strengthen the home as the basic unit in the development of the individual and to promote the development and growth of better individuals, better families, and better communities.

The program works with the following groups:

- School administrators
- School youth
- Out-of-school youth
- Church groups
- Civic groups
- Parent-Teacher Associations
- Teachers and parents
- Study clubs
- Communities
- Lay leaders
- Nursery schools

The methods employed bring to the attention of groups or indivivuals the best and newest material on the problems of family life, child training, and community progress, and they attempt the solution of certain of these problems through conferences, group discussions, workshops, lecturers, group projects, and film forums.

The program is conducted in cooperation with the local school administrator, and a local advisory committee is formed from representatives of different agencies in the community which are concerned with the problems. The sponsor may be the school, the county, or one or more local organizations.

The objectives are:

Education
  For parenthood
  For living in a changing world
  For responsibility to the present and future generations
  For character and personality development
Observance of recent findings and applying these to everyday life situations
Guidance in self-education and in seeking solutions to one's own problems
Creation of a closer link among the home, the school, and community

The program offers a wide variety of courses. Some examples are as follows:

Pressing Problems Affecting the Family
Healthful Living for All
The Home Takes Inventory
Skills Needed by All Citizens
Readiness for Learning--What the Home and the School Can Do
Children From One to Six
Mental Hygiene
Adjustments of the Elementary School Age Child
A Child Is Born To Be a Joy
Some Challenges Now and Later
Preparing Ourselves for Now and the Future
Meeting the Need of Boys and Girls[1]

A list of bibliographic material is furnished together with a limited number of library books and pamphlets.

SOME OUTCOMES OF THE PROGRAM

After various parent-teacher groups had taken basic courses in family life education in the Austin area, it was decided to pool resources by uniting with The Child Study Association of Austin. This organization became a sort of "melting pot" for the different groups. The Association divided itself into three groups, to study the preschool child, the elementary school child, and the adolescent.

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[1] Virginia W. Sharborough, "Education for Home and Family Life" (Austin: Texas Congress of Parents and Teachers), pp. 11-15.

Parents working in these groups soon came to realize the importance of the emotional life and its complex nature. A meeting was called to discuss what could be done to enable parents and other workers with children and youth to understand better the problems encountered. At a meeting called to consider the matter, attended by some 65 parents and professional workers, the Austin-Travis County Mental Hygiene Society had its birth. Two goals were set up by the Society--one looking ahead and the other of immediate nature. The ultimate objective was a child guidance clinic for Austin and vicinity, and the immediate objective was to awaken the public to the need for such a clinic and to help parents in meeting the changing needs of children.

Dr. W. E. Gettys, Professor of Sociology, and Dr. H. T. Manuel, Professor of Educational Psychology and Head of the Testing Bureau, both of The University of Texas, acted as consultants to the groups. Dr. Manuel conducted a part-time clinic. Dr. A.Caswell Ellis, who retired to Austin from the position of Director of Cleveland College and was employed by the Extension Division to promote the development of adult education, became a prime mover in the program of mental hygiene.

The first school safety patrol in Austin was organized because of the Parent Education program at University Junior High School. The program is now general throughout the school system of the city.

From this local development, Mrs. Violet Greenhill, who was in charge of the child welfare program on the state level, wanted to promote the program on a statewide basis. Mrs. Sharborough worked very closely with Mrs. Greenhill in her program and served on the first nominating committee for officers of the state organization.

The Hogg Foundation, which began operation in 1938, made mental hygiene its primary objective. As an example of outcome of these efforts, Austin now has counseling services, visiting teachers, special training for exceptional children, the long-desired mental hygiene clinic called Austin Community Guidance Center, and the division of personnel. The program of the Hogg Foundation has become, under the directorship of Dr. Robert Sutherland, one of the most significant programs on the statewide level in the United States.

Mrs. Sharborough has taught Child Development, Adolescent Psychology, and Parent Education in the summer terms of The University of Texas and Stephen F. Austin College. She has conducted workshops for college students, teachers, and parents in parent education at Texas A & M, The University of Texas, Stephen F. Austin College, Texarkana Junior College, and Alvin Junior College. She laid the foundation for family life education throughout the state. She worked with and through the Texas Congress of Parents and Teachers, serving as board member, and through the State Federation of Women's Clubs. Her bulletin, Home and Family Life Education, was distributed by the Texas Congress and every local P.T.A. for use by those developing programs. The Austin Public and State of Texas Libraries created new sections to meet the demands of study group members, and the Package Loan Library of the Extension Division increased its force to meet requests for parent education material. The Visual Instruction Bureau met the challenge by supplying education films not only to study groups but also to communities interested in developing united effort to secure wholesome environment for every child.

The service has been of much value to school, P.T.A., community and church groups which are interested in studying problems of child growth and development. Many similar programs are being carried on in the state by the operation of the Texas Education Agency and local public schools. It is hoped that the latter program is continued and enlarged when The University of Texas program is discontinued on November 1, 1956.

Visual Instruction Bureau

Visual instruction service was begun in 1910 as a part of the Public Welfare Bureau of the Department of Extension. The material consisted of pictures on glass slides. These were made up into sets of 40 to 50 slides on a variety of subjects. Lecturers, generally from the faculty of the University, wrote lectures to accompany the sets, and these were typed and used with the set. These could be used by the lecturer who wrote them, or they could be read by someone in the community in which the slides were to be shown. These slides were developed to illustrate good types of school buildings and building plans, school grounds and school equipment, or any other matter that was to be presented.

Since lanterns were not available in most of the rural schools, the Bureau purchased a number of acetylene lanterns, and these were sent with the slide sets for use in the lectures.

By 1915, interest in the use of visual material increased in the state. Slides were developed in the fields of travel, art, literature, and kindred subjects. In addition to slide sets, we developed charts, graphs, and drawings for use at county and state fairs.

About 1915, the program became a part of the Division of Information. The coming of World War I called for a center for the distribution of slides and film material dealing with war subjects. Our Visual Aids Bureau served as that center. Our slides and films on deposit from the federal government were used in stimulating loyalty to the government and the purchase of war bonds. Most of the slide material was the property of the Extension Division. In the case of films, some were on deposit on a rental contract basis, and some were owned outright by the University.

ADJUSTMENT TO DEFENSE

When the United States entered the First World War in 1917, the Texas State Council of Defense was organized for the purpose of informing the people about the terrible threat of German domination and to encourage the purchase of Government Bonds to finance the war effort. The foreword to The University of Texas Bulletin No. 1800, dated February 10, 1918, and written by J. W. Shepherd, Head of the Division of Information, indicates the relation of the Visual Aids Service to the war effort. The Visual Aids program was then a part of the Division of Information.

> The statement has been made that the rural communities are not giving the same whole hearted and patriotic support to the war activities of the nation as was expected. If there is any element of truth in this assertion, it is due to the fact that the people in the country are not fully informed and have not been brought face to face with the gruesome facts in connection with German intrigue and atrocity and with the impelling reasons for our placing the sons of our state and nation on the altar of Democracy.
>
> German propagandists have been awake to this situation and have not hesitated to spread far and wide among our country people insidious falsehoods concerning the war.
>
> This bulletin and this war service of lantern slides have been prepared especially for the purpose of bringing to the minds and hearts of the people in the rural communities of this State the Truth, and to awaken them to the dangers that threaten, not Europe alone, but our own hearths and firesides should German Imperialism and German "Kultur" be allowed to become dominant factors in the world's life.
>
> Teachers, ministers, and other community leaders are urged by the Department of Extension, representing the Texas State Council of Defense, as a patriotic service in this time of national crises and sacrifice, to use every opportunity to bring these slides before rural audiences.
>
> War Slides
>
> The Department of Extension of The University of Texas is glad to announce that it has been made the depository for visual instruction material by the Publicity Committee of the Texas State Council of Defense.
>
> The Council of Defense has arranged to place with the Department of Extension ten or more stereopticons and several thousand slides for distribution throughout

> the State. This equipment will be furnished free to schools and others interested on condition that the borrower pay the express charges to and from Austin. The Department hopes to have a good part of this material ready by March 1, and is making schedules from that date.
>
> The stereopticons will be equipped not only for electricity but also for acetylene gas and can be connected with an automobile or motorcycle prest-o-lite gas tank and used in any rural school or church. The Department cannot furnish the gas tanks. These can usually be secured from any garage. Schools are urged to buy their own stereopticons, as express charges will soon amount to the cost of a good lantern.
>
> The lantern slides will deal with all phases of war activity both in this country and in Europe. The pictures will depict scenes in the trenches; they will show conditions in France and Belgium; and they will show conditions in America, especially those having to do with the development of our great American army. These slides are being prepared by the government at Washington and are official and authentic. The first set, which is now available, shows the destruction of famous cathedrals and churches by the Germans.
>
> These war slides are especially recommended for regular school work, and for school, club, and church entertainments, and are especially appropriate for use in patriotic programs, such as are being held in many schools every two or three weeks. Each set will comprise about fifty slides and will be accompanied by brief lecture or descriptive material.

The bulletin suggests the use of slides in encouraging food production, slides in the field of agriculture, and programs for schools on a variety of subjects.

PROMOTING USE OF VISUAL AIDS IN TEACHING

The promotion of the use of visual aids in teaching as one of the functions of the service is illustrated by the following, written by

Wm. R. Duffey, the first head of the visual aids program when it was set up as a separate division.[1]

> Psychologists tell us that eighty-five percent of our thinking comes from a visual stimulus. How many times have you heard this question in the schoolroom: "Don't you SEE what I mean?" Why does the teacher make this appeal time after time in almost every recitation, whether it be mathematics, history, or English? She hasn't stopped to analyze. She knows that in her own mind her thinking is a question of seeing and that she understands when she sees, and that, after all, thinking can be for the most part transformed into the pictorial element and that after she can get the student to see in terms of the pictorial then her purpose becomes suddenly accomplished.
>
> Visual instruction is, therefore, not a new method of teaching, but merely an attempt to emphasize and to clarify the proper use of the visual element in thought. It seems strange that a matter so vital and potent should have had so little attention from educators. It seems that we have been remarkably slow to realize that good teaching, because of some of the principles referred to above, must depend upon the visual appeal. Particularly can visual equipment be used in connection with the sciences, where diagrams and illustrations are so essential. Notwithstanding the seeming self-evident and overwhelming importance of the eye as an educational factor, education has been based upon the auditory sense and we have considered the eye as a subsidiary factor. For instance, how many schoolrooms are equipped with maps and pictures and charts and stereopticons and motion picture machines? What is the chief function of the blackboard in most schoolrooms? Unfortunately, not to help visualize, but as a cheap surface upon which to do problems, write descriptions, or explanations.
>
> Perhaps the most forceful example of the effectiveness of the visual in education came to us during the world war. That was a time when we were willing to cast aside any

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[1] "Visual Instruction Through Lantern Slides and Motion Picture Films," Bulletin of The University of Texas, No. 1841 (Austin: The University of Texas, July 20, 1918).

habits or customs, provided a better way to accomplish a purpose quickly and effectively was found. Our army training was begun on the basis of our usual and old-fashioned educational policies. Fortunately, however, there were a few men who could see further, who could analyze more clearly, and who were willing to follow the rational conclusions forced upon them by evidence. As a consequence, the visual method of teaching was introduced into the army at a number of places and as a result, courses of training in various fields, from the prosaic marching drill to the most technical engineering work, were taught by the aid of pictures, still and motion; and, much to the surprise of even those who were responsible for the change in method, courses that had been taking months for the average student to complete were now finished in a few weeks with much better averages. This was because the simple law of our thought life was being followed, that is, the method of approach goes through the visual rather than through the auditory. In other words, students SAW at once because the thing came to them through their eyes rather than through the indefinite terms of a lecturer.

To assit schools and communities in promoting the visual method in education, the Visual Instruction Division of the University Department of Extension serves as a loan bureau for lantern slides and motion picture films. Since the overhead expenses for such service are relatively large, we ask the cooperation of those served, by the payment of moderate fees, to help cover the upkeep and replacement of the equipment. In cases where such cooperation is a real burden to the user, the fees may be remitted by special arrangement.

The rapid growth of the program in the number of slides is illustrated by the following data given on page 35 of a folder entitled A Descriptive List of Lantern Slides, published by the Visual Instruction Bureau of the Division of Extension.

The distribution of visual aids, as shown by the cumulative report of this Bureau, was nearly twice as great during the academic year 1926-27 as during the previous academic year.

There were 10,774 exhibitions attended by 1,634,048 people in 224 towns and cities of the state, besides 19 cities in 13 other states.

In the early 1930's all films became 16 mm instead of 35 mm, as soon as schools began the use of the 16 mm films. Also, beginning in the 1930's, sound film came into general use, and, as indicated another place, film strips displaced the glass slides.

By 1919, the service had expanded to such an extent that a separate division in the Department of Extension was created. There were at that time 168 slide sets, each with its typed lecture. In addition there were 123 silent motion picture films and a great number of photographs, prints, charts, maps, and stereographs for distribution to the schools. The Bureau loaned stereoscopes to be used in showing stereographs.

During this period the borrower was responsible for breakage or damage to projection lanterns and to slide sets while in the possession of the user. So much of the damage was done in transportation, or such was claimed, that the Bureau had to discontinue furnishing equipment. Another factor that helped the situation was the development of electrical equipment. Schools came to be wired more extensively, and they owned their own machines.

The need for a photography laboratory to make our own slides and photographs, charts, etc., brought about the establishment of such a laboratory, which not only served the needs of the Bureau but served the Cactus and other University publications. The laboratory was discontinued after several years of successful operation because of complaints from the local commercial photographers that we were interfering with local business.

Dr. J. J. Weber, who had secured his Ph.D. in part as a result of his dissertation on the efficiency of visual material in teaching in the public schools, was selected as Director of the Bureau. He organized two courses in the use of visual material for credit in the College of Education. Dr. Weber became a recognized authority in the field and did much to promote the use of visual material in teaching.

Dr. Weber, after three years, moved on to a position of higher pay in another institution, and Mrs. Chas. Joe Moore, who had been an understudy, succeeded to the directorship of the Bureau. Her promotional work in extending the use of visual materials in teaching and in entertainment in the schools and communities was outstanding.

The director of the summer school at the University, Dr. Frederick Eby, called upon the Bureau, in 1921, to provide films for programs on the main campus for the benefit of summer school students. Mrs. Moore had charge of this program for many years until her retiremen as Director of the Bureau.

In 1924 the Director of the Bureau became state chairman of the motion picture committee of the Parent-Teacher Association. She sought and secured the cooperation of the chairman of motion pictures in the National Congress of Parents and Teachers and influenced the local P.T.A.'s to seek the services of the state University in securing visual aids.

In 1927 the Director, in cooperation with Dr. W. H. Dudley, formerly of Wisconsin but at that time Director of the "Yale Chronicles of America Photoplay," held ten educational conferences throughout Texas. The purpose was to stimulate the use of the Yale Chronicles as appropriate educational material.

In the meantime, from the beginning of the administration of the writer as head of the Extension Division, it has been one of the functions of the Visual Aids Bureau to promote the use of the material in class teaching, and, increasingly, the material has been provided with this idea in mind. The courses taught on the campus had this objective in view. The courses on the main campus, which were discontinued when Dr. Weber resigned, were reinstated in 1931 under the teaching of Mrs. Moore in the summer term and Dr. B. F. Holland, who had secured his Ph.D. in the Department of Educational Psychology with some specialization in the field of visual aids, that fall. He was, and still is, a member of the staff of the College of Education.

About 1927, requests for visual aids from the faculty on the Forty Acres began to increase. This demand has grown by leaps and bounds in the last 15 or 20 years. The service to the campus in films and machine operators has become no inconsiderable part of the service of the Bureau. Dr. Holland's program of courses and laboratory experiments has contributed tremendously to this awakening, not only on the campus but throughout the state.

Under the leadership of Dr. Don McCavick, who succeeded Mrs. Moore on September 1, 1943, institutes for the training of teachers in the use of motion picture machines and in the use of visual material in teaching were held in various centers in the state. In these programs Dr. Holland cooperated fully and effectively. Extension courses in the field were conducted by Dr. McCavick and Dr. Holland.

In the promotional program, the Visual Instruction Bureau conducted the first Visual Instruction Conference ever held in Texas, with recognized national authorities as speakers and leaders. This was in 1930.

Dr. McCavick died in 1951, and his successor, Dr. Ernest Tiemann, became Director of the Bureau September 1, 1951, a position he still holds.

A brochure issued by the Bureau March 1, 1923, gives some data which reveals something of the service offered in slides and films.[2]

Annual Registration Fee:

Slide Service	$5.00
Film Service	$1.00

Conditions under which slides and films are lent:

1. Their use must be free to the people of the community, unless admission charges or collections are to be used for the purchase of visual instruction equipment or for some other definite school purpose.
2. Transportation is to be paid both ways by the borrower. The Division will not bear the transportation cost.
3. The borrower shall be responsible for all property of the Division from the time it is received until the shipment is returned to this office. If any property of the Division is lost or damaged in any way, the borrower must pay all costs.

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[2] The University of Texas, Bureau of Extension, Division of Visual Instruction, March 1, 1923.

4. Slides and films are lent for a period of five days, exclusive of travel. Write when an extension is needed.
5. Fill out the report blanks furnished you. Put the report blank, properly filled out, in the shipping case when returning the slides. If the slides are shipped by parcel post, the report blank and lecture copy must be sent in a separate envelope as first-class matter. The report blank must be returned.

The Division of Visual Instruction has in its possession some 15,000 slides. These have been prepared from negatives, which were purchased keeping in mind the needs of the schools and communities of the state. Many of the slides have been grouped into sets on popular subjects and are distributed to school athorities and community leaders for general instruction and recreation. A lecture copy accompanies each slide set. For classroom work the teacher will find special lists of slides that have been correlated with approved textbooks. The Division is also the center of distribution for motion picture films furnished by numerous industrial, theatrical, federal, and state agencies. At the present time over 150 reels are available for service. The Division has in addition to films and slides, a number of art prints, photographs, and stereographs.

One of the most important services that the Division is affording the schools and communities is that of determining the value of the visual mediums. The Division is able to give information concerning instructional and recreational motion pictures, the sources of supply, price of releases, and, when desired, a criticism of films. Moreover, it is in a position to answer questions concerning technical supplies, such as lanterns and motion picture equipment. A special service is offered that will put patrons in touch with various state and national agencies distributing visual aids. If any advice is desired on how to use exhibits, charts, wall maps, or any of the special visual mediums, the Division will consider it a pleasure to answer all inquiries.

The last two years more than a million people attended slide and film exhibitions conducted under the auspices of the Division of Visual Instruction. With the number of new films and slides that have been especially adapted to school and community use the Division is now in a position to establish VISUAL INSTRUCTION and recreation in every school and community in Texas. Since the Division aims at public service, we earnestly request constructive criticism.

For a complete listing of service in 1923 see Appendix F.

In the bulletin issued in 1938, 239 sound films were listed under the head of Dairying, Livestock and Meat Products; Forestry and Game; Pests; Rural Life and Farm Engineering; Art and Architecture; Athletics and Sports; Biological Science; Birds; Fish and Sea Life; Insect and Plant Life; Miscellaneous Biological Science; Citizenship, Civics and Government; General Science; Geography, History and Travel; Physiology, Health and Hygiene; Industry; Engineering and Manufacturing; Literature; Music; Recreational Programs; and Miscellaneous.

Most of these films were rental films on deposit, and the cost varied with the type of program, number of reels, and the cost of production. Each year the Bureau bought some films, and they were usually less expensive to the users. Many of the films were documentary government films.

In silent 16 mm films, we continued a service, but increasingly the demand has come for the sound picture. In 1938 (see above named bulletin) there were 291 silent films distributed on subjects in the same general classification as the sound films. In the same bulletin (1938) three pages of instruction were given on the use, repair, and care of sound films.

ADAPTING THE SERVICE TO WORLD WAR II NEEDS

In World War II, as in World War I, the program of service was adapted to the needs of the period. In addition to an increasing list of films, predominantly sound films, in Language Arts, Social Relations, Home and Vocational Arts, Creative and Recreative Arts, Nature, Mathematics, and Science, films from the Office of War Information of the Federal Government, U. S. Bureau of Motion Pictures, and films from the office of Coordinator of Inter-American

Affairs were made available. A complete list of sound and silent motion pictures is to be found in The University of Texas Publication No. 4242, dated November 8, 1942. This bulletin contains 145 pages and lists more than 1,000 films, a large percentage of which were sound pictures.

Five years later, 1947, the listing consisted of about 1,300 films, with a large predominance of sound pictures.

EXPANSION OF THE PROGRAM IN THE LAST FIVE YEARS

The report of the Bureau for 1951-52 gives the following information concerning the program:[3]

What It Does
- Conducts research in discovering more effective ways to improve teaching through the use of audio-visual instructional materials
- Provides professional consultation services to faculty members and educators in the state in assisting them to make wider and more effective use of audio-visual instructional materials in classroom teaching
- Enhances the communication of ideas through the production and distribution of audio-visual instructional materials
- Trains teachers and adult leaders in using audio-visual materials
- Assists Texas schools and community groups in the organization of local audio-visual programs of instruction

For Whom
- 40 campus departments, bureaus, and organizations
- 500 Texas public elementary and secondary schools
- 60 colleges and universities of the Southwest
- 160 churches and church-related schools
- 40 Texas parochial and private schools
- 10 public libraries

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[3] Serving Texas, Annual Report of the Division of Extension, The University of Texas, Austin, Texas, 1952.

200 community organizations
100 industrial and business organizations

How

Maintains a library of audio-visual materials including 3,000 prints of motion pictures, 1,000 prints of sound and silent slide films and 200 slide sets and recordings

Prepares classroom instructional materials for campus teachers to make their teaching more effective

Maintains an on-campus film and projection service

Conducts workshops and institutes and assists Texas schools in audio-visual techniques and methods

Maintains laboratory facilities for the production and preparation of all types of audio-visual materials

Who Does It

12 full-time staff members

The latest annual report of the Division of Extension, 1955-56, gives the following data concerning the program of the Bureau.

Functions of the Visual Instruction Bureau

The Visual Instruction Bureau is a service center which has as its primary aim the improvement of instruction through more effective communication.

Today, instructors recognize that there are many teaching techniques, other than those of the traditional classroom, which are essential for optimum learning. Common among the communication tools of the classroom teacher are motion pictures, models, mock-ups, television, field trips, dramatizations, demonstrations, exhibits, photographs, filmstrips, slides, maps, charts, graphs, radio, and recordings.

Audio-visual instruction is a collective term used to label communication media that teachers are using to improve instruction.

Centralization of the essential audio-visual services is highly desirable for reasons of economy and effective utilization. It is the philosophy of the Visual Instruction Bureau that centralization of specific services should end at the point where decentralized use and responsibility can provide better services in the improvement of instruction. Certain equipment and materials may quite naturally remain throughout the year in classrooms or special laboratories. In all such cases, however, the purchasing, cataloging, and maintaining of and accounting for such materials and equipment remain a responsibility of the center.

The Visual Instruction Bureau normally supports four major functions of The University of Texas:

1. It assists in the improvement of instruction.
2. It supports professional education, training, and research functions.
3. It assists in interpreting the purposes, the programs, and the accomplishments of the University to the public.
4. It provides professional leadership in developing audio-visual services on the campus, in the state and nation.

Faculty and Staff Participation in the Program

Below are listed selected activities and projects undertaken during the past year by VIB and also the number of faculty and staff members who participated actively:

Booked and used films and filmstrips from VIB library --323

Prepared photographic and graphic materials using staff and facilities of VIB--213

Served as departmental audio-visual coordinators and membership on the audio-visual advisory council--81

Participated in the evaluation of educational and informational films for the purpose of determining the need for purchasing and accessioning to the VIB library--170

Participated in the previewing of educational and informational films already accessioned to the VIB library for the purpose of selecting them for classroom use--125

Participated in planning the program offering of the University Film Program Committee--12

Participated in the planning and execution of the Instructional Materials Conference sponsored by The University of Texas--33

During the 1955-56 fiscal year the Visual Instruction Bureau arranged showings for 6,300 educational and informational films to each of the 52 campus teaching departments except Department of Naval Science, which secures its audio-visual materials from other government sources.

> During the 1955-56 fiscal year the Visual Instruction Bureau prepared photographic and graphic materials for 41 of the 52 teaching departments on the campus. Interest in the production facilities of VIB is increasing each year. Approximately 60 percent of the total staff time of this bureau was spent on campus services. During the past year the bureau expended $111,819.66; 34 percent, or $37,745.56, was earned income.
>
> Distribution of Educational and Informational Films to Off-Campus Groups
>
> During the 1955-56 fiscal year VIB served 813 organized educational groups in Texas with informational films. Eighty percent of the communities served by VIB had a population of less than 10,000 people.
>
> It should also be pointed out that VIB shares its library resources with the smaller institutions of higher learning in Texas. During the 1955-56 fiscal year, 105 colleges and universities were served.
>
> A total of 10,700 educational films were booked for off-campus organizations the past year. It is estimated that there were 700,000 film viewings by individuals off the campus alone.

This latest report of the Bureau reveals the progress in the functioning of the program as it was conceived in the earlier stages of development, viz., to make available material that is up to date for use in the educational process, whether church, school, groups in the community, clubs, or general lectures, and second to assist these various agencies in knowledge of how to use the material and how to operate the machines used in the process. It is interesting to note that the use of visual aids has expanded phenomenally not only in public and private schools and in community groups but in colleges and universities, military programs, and in extension programs everywhere.

It can be said without fear of contradiction that during the nearly 50 years of the life of the Bureau, the use of visual material in education has come into its own.

Promotional and Cooperational Programs

FUNCTIONS OF AN EXTENSION DIVISION

The extension program of a state university is set up to serve the people in an educational way whenever the opportunity presents itself. Through the years, this Extension Division has done just that. Not only is this done through the several bureaus which are set up to do specific things, but it is done through cooperating and lending our resources to any other group or agency in the state whose objectives are in line with our purposes.

Examples of this sort of thing could be multiplied many times. The following examples must, in the interest of brevity, suffice to indicate what is meant.

In the early years of the administration of the program by T. H. Shelby, the services of Miss Amanda Stoltzfus were requested by the Texas Congress of Parents and Teachers to assist in the organization of local Parent-Teacher Associations. This organization effort fitted into the program which Miss Stolzfus attempted to promote in communities: enrichment of school and community life through wholesome recreation so that community living would be more interesting and enjoyable.

The Division of Extension became one of the prime developers of adult education when it organized the Southwest Conference on Adult Education, an organization which brought schools and colleges from Texas and its adjacent three states into conference on educating of adults. Programs dealt with the problems which were envisaged by the several extension divisions and the means which could be used to effect solutions. In short, we learned from each other. The program has now been running for more than 15 years, with some interruptions during World War II.

Another significant activity was sponsoring the adult education program of the Works Progress Administration during the depression years of the 1930's. We promoted the organization in several schools and colleges by holding training programs for the teachers of those classes. This was vitally important to the success of the project, since the teachers were selected from among the unemployed, and they were not, by far and large, the best teachers. That this program paid dividends is attested by those closest to the project.

In a similar way, we cooperated on a committee to work out conditions and means under which the National Youth Administration was able to offer freshman credit courses in the youth camps within the state. Through this program many a youth got his inspiration and his start toward a college education.

A full-time librarian was employed for several years in the Package Loan Library to assist Parent-Teacher Associations with their local, district, and state programs.

The Division, through its dean, cooperated with the United States Armed Forces Institute in providing courses in colleges and universities for the members of the armed forces, and the University has cooperated from the beginning in offering these courses to servicemen.

SERVICE IS OUR MIDDLE NAME

Through the years, we have felt it our duty and pleasure to assist, whenever possible, any agency which improves individual living and aims at community improvement.

Further examples of the broad functions of extension are to be found in the efforts made in the 1920's to assist communities in the state which desired to establish junior colleges. The first effort was made in San Antonio in 1924-25. President Splawn of the University felt that the time was ripe to establish a dozen or more junior colleges as feeders to the University. His primary aim was to relieve the University of the pressure of students on the freshman and sophomore level and, at the same time, to guarantee the quality of work in these junior colleges.

The Dean of the Division of Extension was asked by President Splawn to work out a plan with the Board of Education in San Antonio for operating such a college. San Antonio College was organized and operated for one year under an arrangement with the San Antonio Board of Education. The school was launched as a late afternoon and evening program in the Main Avenue High School, now the San Antonio Technical High School. Legal technicalities prevented the continuance of the program after the first year, but the college was of standard quality and is now an outstanding institution of its kind.

Advisory assistance was given in the organization of junior colleges at Brownsville, Texarkana, Temple, and Houston. All of these are thriving schools, and the one in Houston became the University of Houston.

During this time, small communities such as Goldthwaite, with inadequate high school enrollment and financial resources, were discouraged from undertaking junior college programs.

The interest of the University in establishing junior colleges unquestionably had a strong influence in the development of a junior college program in the state that is second only to that of California. A member of the staff of the College of Education, Dr. Eby, contributed much to the standardization of junior college curricula and organization. His leadership led to the establishment of a chair in junior college education. Two such chairs now exist, and junior college administrators now look to the University for leadership, for teacher training, and for the development of adult education programs from these colleges.

SCHOOL SURVEYS

When the writer was made Director of the Department of Extension and took over the duties of the office on September 1, 1921, discussion had already begun with E. E. Davis, lecturer in Rural Education, concerning a school survey service by the Division of Extension. In fact, Mr. Davis, at the suggestion of the prospective director, attended the summer session of the University of Chicago, 1921, in preparation for this work. The writer had taken a school survey course under Professor Charles H. Judd and, from this experience, got his ideas and inspiration for this type of service to Texas.

Our thought, at that time, was that we would limit our work to rural schools. Accordingly, plans were developed to make county-wide surveys of those schools that were under the administration of the county superintendent of public instruction in five counties distributed geographically over the state. The counties selected after preliminary correspondence were Karnes, Runnels, Smith, Wichita, and Williamson. Mr. Davis did most of the field work and wrote up the reports, and the reports were published as bulletins of The University of Texas.

A study of the county unit of school administration was made by Mr. Davis and the writer, and was published as Bulletin No. 2226, The University of Texas, July 8, 1922.

Unfortunately, Mr. Davis secured another job as Professor of Education in the new teachers' college at Nacogdoches, and the county survey program was terminated before the state was adequately covered.

On March 5, 1923, Senate Concurrent Resolution 20 was passed by both houses of the 38th Legislature calling upon the Extension Department of The University of Texas to work out a plan and make recommendations to the next session of the Legislature concerning the removal of illiteracy. Mr. Davis, in collaboration with the writer, undertook the job. The results of the study were published as a bulletin of the University.[1]

Davis' successor, Dr. J. L. Tennant, assisted in the completion of the survey of schools in Runnels County and, in addition to lecturing on rural education and rural school improvement, was loaned to the staff of the Texas School Survey, spending much of his time during 1924-25 in assisting with the study of rural education in the state. The School Inquiry Service was established in the Dean's Office in 1924 with a nominal appropriation.

Our attention was next directed towards the cities and independent school districts. A surveyof the Galveston Public Schools was completed by the writer, in cooperation with Dr. B. F. Pittenger and Dr. H. T. Manuel, members of the staff of the College of Education. It was published as a bulletin of the University.[2]

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[1] "A Report of Illiteracy in Texas," Bulletin of The University of Texas, No. 2328 (Austin: The University of Texas, July 22, 1923).

[2] "Survey of Galveston Public Schools," Bulletin of The University of Texas, No. 2630 (Austin: The University of Texas, August 8, 1926).

The results of the studies in Galveston were phenomenal. Old and antiquated elementary schools were abandoned, and new, modern structures were erected.

A second study in Galveston was made by Drs. Pittenger and Marberry in 1929, pointing the way to a system of junior high schools, and a study by the writer on some of the problems of administering junior high schools resulted in two new junior high schools in that city.

Our second study concerned the building needs of San Antonio senior high schools.[3] This study resulted in the building of Thomas Jefferson High School and the establishment of the San Antonio vocational school, known as San Antonio Tech, in the old Main Avenue High School. Jefferson was one of the first million dollar high school buildings in Texas and is still looked upon as one of the best. It is located on a 20-acre tract as suggested by the survey.

In February, 1928, a request came from the Laredo School Board for a survey of the Laredo schools. This study was undertaken by T. H. Shelby, B. F. Pittenger, J. O. Marberry, and Fred C. Ayer.[4] The reason for the survey was the withdrawal of approval of the Laredo High School as an affiliated school by the State Department of Education. The survey pointed out the inadequacy of buildings to accommodate the elementary pupils, both in quantity and quality; the inadequacy of the teaching staff as to numbers and qualifications; and the extent of overageness among the pupils of the elementary schools and the inordinate dropouts in the upper grades.

The survey resulted in a request from the school administration for a program of extension teaching from the Extension Division, a program which has continued each year to the present time. It represents more than 25 years of continuous school improvement in which participation has included the top administration, the principals, the supervisors, the teachers, the members of the Parent-Teacher Association, and other citizens.

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[3] T. H. Shelby and J. O. Marberry, "A Study of the Building Needs of the San Antonio Senior High Schools," Bulletin of The University of Texas, No. 2845 (Austin: The University of Texas, December 1, 1928).

[4] "Preliminary Survey of the Laredo Public Schools," Bulletin of The University of Texas, No. 2912 (Austin: The University of Texas, March 22, 1929).

The results in the upgrading of the schools are all but phenomenal. The local school board has cooperated by providing local funds to help operate the program.

In 1929-30 a survey of the Los Angeles Heights Public Schools, a suburban area of San Antonio, was made in cooperation with staff members of the College of Education and of the Department of Sociology. The staff consisted of B. F. Pittenger, Fred C. Ayer, J. O. Marberry, W. E. Gettys, and T. H. Shelby. The study was of a general nature, dealing with the general educational program, the organization and conduct of administrative affairs, financing the schools, the physical plant, the teaching staff, child accounting, supervision, and social and recreational activities of Los Angeles Heights. The survey showed a widespread interest in a night school program for adults in the community.

Two surveys were made of the Goose Creek Independent School District, now Baytown Independent School District. There were three municipalities, Baytown, Goose Creek, and Pelly, within the Goose Creek School District. While the survey was never published, it nevertheless called the attention of the Board of Education and the citizens of the community to shortcomings and problems.

A second survey, made several years later (1944) when a new superintendent of schools had been secured, was published. This was one of the two general surveys made by the Division of Extension in cooperation with staff members of the College of Education. It was general in that it covered almost every part of the school program. Participants from the University were Fred C. Ayers, D. K. Brace, C. T. Gray, Hob Gray, J. O. Marberry, J. G. Umstattd, and T.H. Shelby. The results were published as a 546-page bulletin of the University.[5]

One of the significant recommendations had to do with the building situation. The following is quoted from the survey report:

> The survey brings into bold relief the weaknesses in the building policies of the past. The present board is to be commended heartily for inaugurating a policy of improvement and expansion of buildings. The problem has

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[5] The Report of a Survey of the Public Schools of the Goose Creek Independent School District (Austin: The University of Texas Press, 1944).

three aspects. There is need, in the first place, for renovation and modernization of the present elementary, junior, and senior schools, white and colored. In the second place, there is and will continue to be need for enlargement of present buildings, where inadequate in size. In the third place, there is urgent need for some new construction. This is particularly true of the Lee Junior College and of the Robert E. Lee High School. The first step in such a program is to employ real school architects and to give the architects a free hand, under the guidance of the superintendent of schools, in planning modern fireproof structures and additions, and, as far as practicable, fireproofing, or at least rendering safe, buildings which are to be renovated. Such a program as is here suggested contemplates making plans for the next ten years from the kindergarten through the junior college. It involves securing new sites and additions to present sites. The board has no more significant responsibility than this.

New sites should be selected most carefully, keeping in mind present and proposed highways and streets, population trends, suitability of sites as to soil and drainage, and sizes of sites available. Sites of suitable size are of great importance. As the population grows, sites of sufficient size will become increasingly difficult to procure. Condemnation proceedings should be resorted to if necessary to keep down exorbitant prices.

Out of consideration of the present buildings with reference to school organization, the survey staff suggests two alternatives with respect to the senior high school and junior college. One alternative would be to build a new senior high school, adequate for the future, and of high quality both as to plan and as to materials that go into it, using the present building for the college. The board would effect some economies if such building were near enough to the present building to enable teachers, in part at least, to teach in both high school and junior college. There could be some other economies in library and laboratory as well as in shop equipment. If adjacent land is acquired, the acreage should be large enough to make possible a physical education and recreation program that would not only be adequate for the schools but would serve the recreational and cultural needs of the adult population. If the high school is built on a new location in a different part of the city, attention should be given to the following points: reasonably central for the entire area, large enough for all needs of the future, i.e., fifty to one hundred acres, accessible to main highway arteries. Its topography and soil should guarantee adequate drainage. In case this is done, the present high school building should be remodeled somewhat and adapted to junior college use.

The alternative proposal is to continue to use the present building for high school purposes with certain changes and improvements and possible additions and build a junior college on a new and adequate site, preferably near the high school with enough ground, fifty or more acres, for future needs and for providing recreation areas for the schools and for the adult population. If this proposal is carried out, plans should be made that would look forward to a four-year municipal college, with emphasis on vocational and industrial training.

In any case, the high school should become a cosmopolitan high school with greater emphasis on prevocational training with adequate shop equipment and provision for business training. The junior college should be planned to meet a fourfold purpose, viz., senior college preparatory, terminal technical courses on the order of technical institutes that are being established, and terminal training in citizenship, fine arts, and general cultural education. It should also be planned to accommodate an adult education program. This program should follow out the present Lee Institute program and add cultural and general education opportunities for the adults of the area served. It should also be planned as a physical and recreational center for the youths and adults of the entire area.

Such a program as is here envisaged would not be fully realized for several and perhaps many years, but all plans should include such an accomplishment in the years to come. Such a program involves a long look that will anticipate the needs that should be met now to guarantee satisfactory ultimate results.

The survey staff recommends that an administration building be erected. This building should be fireproof and air-conditioned and should accommodate all administrative

> and general supervisory offices, the business office, and records and supplies that are centrally located. It need not be on or even near one of the school grounds. A good example is the administration building of the Wichita Falls public schools. There is a less adequate one at Tyler.

The above quotation, of course, is not specific as to location of the new high school. However, it should be stated that a difference had arisen as to the location of the new building. Goose Creek was the original town and the chief business center of the area. The high school building which had been in use was central in Goose Creek. Baytown was something like a mile from Goose Creek and the site of the Humble Company refinery and shipping wharves on the bayou. Baytown had more than 75 percent of the tax values and a growing population. Leaders in that area contended that the building should be erected in Baytown. Halfway between the towns was a beautiful tract covered with pine trees and consisting of more than 20 acres. The highway between the towns ran through this tract. The director of the survey, in private conversation with school authorities, suggested a compromise by securing this tract, erecting the new building, and securing available acreage adjacent and toward Goose Creek for Lee Junior College, which up to this time had occupied a portion of the high school building in Goose Creek. This suggestion was accepted, and the new high school was built in the grove, with the junior college adjacent to it.

The Extension Division made a general survey of the schools in Waco in 1944. The study covered the two-year period of 1944-45 and 1945-46, the purpose being to enlist the active cooperation of the school staff in remedying conditions as they were discovered. This proved valuable, if somewhat unique. Many meetings were held with the school board, the administrative and supervisory staff, and the teachers; various local committees were also active during the two years. The survey staff consisted of D. K. Brace, C. T. Gray, Hob Gray, R. C. Hammock, Henry J. Otto, B. F. Pittenger, and T. H. Shelby. Much improvement was noted because the administration and the Board of Education made maximum use of the survey staff during the two-year period, and the teachers in discussion groups became familiar with the problems pointed up by the study.

During the school year 1934-35 a detailed study was made by J. O. Marberry, B. F. Pittenger, and T. H. Shelby of the 63 public school buildings in San Antonio. Each building was scored, using the Strayer-Englehart Score Card, and a composite score was given to each building and site. An effort was then made to discuss in detail what was needed in each case to make the building safe, sanitary, and adequate for children housed. This aspect of the program was accomplished by Dean Pittenger and was probably a unique service not given in any other survey in the country. New sites and buildings were recommended in several areas of the growing city. The Supervisor of Elementary Education in San Antonio stated publicly that this study did more to upgrade the elementary schools than anything that had happened in the city.

Surveys not published in bulletin form were conducted at Sherman by Pittenger and Shelby; Kermit by L. B. Ezell and Shelby; Brazosport by Dr. Thelma Bollman, R. C. Hammock, and Shelby; Abilene by Shelby; Laredo by Pittenger and Shelby; Henderson by Shelby; Galveston by Shelby; Jacksonville by C. C. Colvert, Norris A. Hiett, and Shelby; and San Antonio by L. D. Haskew and Shelby. Typed copies of the study were furnished the Board of Education in each of these cases, and definite steps were taken to remedy some of the problems pointed out.

During the nearly 30 years during which these studies were made, three objectives were kept in mind:

1. Get the facts concerning the community and its schools.
2. Tabulate and study the facts that are practicable for the community to carry out.
3. In case of the more extended studies, the survey should be published by the local school board for distribution to the schools of the state concerned with similar problems and for exchange with similar studies in other states.

These published reports have been "grist for our mill" in the study of educational problems within the College of Education of the University. Students of educational administration in several of our universities considered the surveys made in Texas among the best in the land because they were based on factual data and recommendations were practicable. In all these studies the Division of Extension, while directing the program, had the full cooperation of staff members of the College of Education, and without their assistance, the program would have been impossible.

APPENDICES

APPENDIX A

The following list of bulletins published by the Division of Extension, all of which were available at the time the 1930-1932 biennial report of the Division was published, will give the reader some idea of the far-flung program of activities and services at that time. These publications were available through the various bureaus of the Division of Extension: [1]

The Initiative and Referendum
A Constitutional Tax for the Support of Higher Educational Institutions in Texas, Bibliography and Selected Arguments. E. D. Shurter
Woman Suffrage, Bibliography and Selected Arguments. E. D. Shurter
Cover Crops. J. O. Morgan and W. S. Taylor
How To Conduct a Baby Health Conference
Single Tax. E. D. Shurter
Study Outlines of Tyler's "Growth and Education." A. Caswell Ellis
The Mourning Dove. W. S. Taylor
A Social and Economic Survey of Southern Travis County. L. H. Haney and G. S. Wehrwein
A Study of Rural Schools in Travis County, Texas. E. E. Davis
A Play for San Jacinto Night. M. W. Crooks
What the Baby Health Conferences Teach. Compiled by Jessie P. Rich
How a Superintendent May Aid His Teachers in Self-Improvement. Leroy Walter Sackett and Elzy Dee Jennings
The Bob White. W. S. Taylor
Experiments in the Elementary Sciences for Country Schools. E. E. Davis
The University of Texas Community Song Book. Alexander Caswell Ellis and Frank LeFevre Reed
Putting the Home on a Business Basis, Revised Edition. Edythe P. Hershey
County Unit of School Administration in Texas. E. E. Davis and T. H. Shelby
A Mill Tax for the Support of Higher Educational Institutions in Texas. E. D. Shurter and R. C. Coffee
A Study of the Rural Schools in Williamson County. E. E. Davis
A Study of Rural Schools in Wichita County. E. E. Davis and C. T. Gray
A Study of Rural Schools in Karnes County. E. E. Davis and C. T. Gray
Reading Lessons in Music Appreciation. Willie Stephens
The Merit System in American States with Special Reference to Texas. Benjamin Fletcher Wright, Jr.
The League of Nations. Interscholastic League Bureau
A Study of the Rural Schools in Smith County, Texas. E. E. Davis and F. J. Adams
How To Organize and Conduct a School and Community Fair. Amanda Stoltzfus

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[1] The University of Texas Bulletin No. 3303; January 15, 1933, General Extension Services of the University of Texas and Biennial Report for 1930-1932, pp. 26-30.

A Study of Rural Schools in Runnels County, Texas. J. L Tennant and E. E. Davis
Independence of the Philippines. O. Moore
The Child Labor Amendment. Marion A. Olson
Making Friends in Music Land, Book I. Lota Spell
The Educational Significance of Physical Education. Dr. Jesse F. Williams
Survey of Galveston Public Schools. T. H. Shelby, H. T. Manuel, and B. F. Pittenger
Making Friends in Music Land, Book II. Lota Spell
Development of Number Sense. John W. Calhoun
Speaking Contests and Speech Education. Ray K. Immell
The Seven-Year Elementary School in Texas. H. T. Manuel, with an introduction by T. H. Shelby
Music Heard in Many Lands. Lota Spell
The Administration of Public Education in Centralized and Coordinated Schools. J. O. Marberry
Constitution and Rules of the Interscholastic League (Revised)
Making Friends in Music Land, Book III. Lota Spell
A Study of the Building Needs of San Antonio Senior High Schools. T. H. Shelby and J. O. Marberry
Extension Teaching in the University of Texas as Viewed by the Student. J. O. Marberry
Preliminary Survey of the Laredo Public Schools. T. H. Shelby, B. F. Pittenger, J. O. Marberry, and F. C. Ayer
Financing a State System of Highways. Interscholastic League Bureau
Fifty Famous Pictures, (Reprint 1932). Thelma Whaley
Making Friends in Music Land, Book IV. Lota Spell
Part I. Construction and Reorganization Proposed for the Galveston Public Schools. B. F. Pittenger, and J. O. Marberry
Part II. Some Problems in the Administration of Junior High Schools with Reference to Texas. T. H. Shelby
Trial by Jury. Thomas A. Rousse
Making Friends in Music Land, Book V. Lota Spell
A Survey of the Los Angeles Heights Public Schools. T. H. Shelby, B. F. Pittenger, F. C. Ayer, and J. O. Marberry
Group Study Courses in the Extension Teaching Bureau of the Division of Extension
Announcement of Correspondence Courses in the Extension Teaching Bureau, Division of Extension
Limiting Taxes on Tangible Property. C. A. Duval
Words for the Spelling and Plain Writing Contest. Interscholastic League Bureau
A Health Instruction Guide for Elementary School Teachers. Jeanie M. Pinckney, Alice H. Miller and Nancy H. Pettus
Activities of Birds, workbook for unit of instruction in health education. Jeanie M. Pinckney and Alice H. Miller
Cabinet vs. Committee System of Legislation. C. Edwin Davis

Activities of Frogs and Toads, workbook for unit of instruction in health education. Jeanie M. Pinckney and Alice H. Miller
Activities of the Honey-bees, workbook for unit of instruction in health education. Jeanie M. Pinckney and Alice H. Miller
Manual of Physical Education for Elementary Grades. D. K. Brace and Jeanie M. Pinckney
An Animal Feeding Experiment Showing the Effect of Deficient Diet on Growth. Gene Spencer
How the School Lunch May Contribute to Health Education. Jeanie M. Pinckney
The Family's Food. Jet C. Winters
Happy Days, a textbook in health education written by sixth grade pupils for third grade pupils
Every Day Health Series, eight health habit posters in colors
High School Newspaper Handbook. DeWitt Reddick
Library Extension Service. Extension Loan Library, Division of Extension
Classified and Descriptive Lists of Motion Pictures
Classified and Descriptive Lists of Lantern Slide Sets

APPENDIX B
REPORT OF OCCUPATIONS OF CORRESPONDENCE STUDENTS 1909-1956

	1909-1923	1924-1930	1931-1936	1937-1941	1942-1946	1947-1951	1952-1956	Total
Abstractor	13	1			1	4		19
Accountant	20	26	22	75	40	80	55	318
Actor							2	2
Advertising	1	7	2	4	3	2	7	26
Agricultural Director	1							1
Agronomist				1			1	2
A&M Extension Service	1							1
American Vice Consul	1							1
Architect	4	3	1	2		5	4	19
Artist		1	1	2				4
Assistant Field Director	1							1
Assistant Scout Executive			1					1
Athletic Director	2	10	3		1			16
Auditor	3	5	4		2			14
Auto Dealer	2							2
Aviator				6				6
Bacteriologist				1		2	4	7
Baker	2					1		3
Banker	45	10	11	7	15	10	13	111
Barber and Beautician	3	5		3	2	2		15
Baseball Player	3	2					1	6

	1909-1923	1924-1930	1931-1936	1937-1941	1942-1946	1947-1951	1952-1956	Total
Bellman	1		2	2			1	6
Biologist					4			4
Blueprint Man	2							2
Bookkeeper	91	56	23	1	38	44	21	274
Brewer					1			1
Brick Layer	1							1
Broker				2	1			3
Businessman		4					20	24
Butcher					1		2	3
Carbon Worker				1				1
Carpenter	5	9	8	7	6	11	10	56
Cashier	3	2	8	1	4	4	3	25
Chairman	1							1
Chemist	6	7	7	15	21	18	16	90
Chiropractor	1						2	3
Civil Service	16		1			20		37
Clerk	138	126	82	96	156	184	131	913
Coffee Roaster			1					1
College Examiner			2					2
Comptometrist							1	1
Computer			1	2	1	3		7
Construction	3	4	3				4	14
Contractor	6		1	1	1		6	15
Control Tower Operator							1	1
Conveyance	1							1
Cook	1	2	3	3	1		1	11
Cotton Clerk	4	2	2					8
Court Reporter	2							2
Custodian							1	1
Customs	2			8			3	13
Dairy Farmer		1					2	3
Delivery Man				2				2
Demonstration Agent	2	2	1					5
Dental Assistant							1	1
Dentist	1		3		1	3		8
Designer							1	1
Developer			1					1
Dietitian				1	5	3		9
Display Man			1					1
Disabled		1						1
Dispatcher			2		2			4
Draftsman	26	21	4	11	22	51	37	172
Driver		1					7	8
Drug Clerk	13	5	4	23	14			59

	1909-1923	1924-1930	1931-1936	1937-1941	1942-1946	1947-1951	1952-1956	Total
Editor	4		6		2	2	1	15
Electrician	8	9		5	4	7	12	45
Elevator Operator			2					2
Engineer	13	9	20	56	62	97	31	288
Aeronautical Engineer							12	12
Ceramic Engineer							4	4
Chemical Engineer			1		4	5	2	12
Civil Engineer	17	21	25	11	14	8	11	107
Electrical Engineer	3	4	5				10	22
Industrial Engineer					1		4	5
Mechanical Engineer	1		3			4	6	14
Petroleum Engineer				1	6	9	9	25
Research Engineer						4		4
Enlisted Service Personnel	25	7	2	25	475	300	657	1,491
Office Service Personnel	8	5			207	229	301	750
Entomologist			2					2
Expediter							1	1
Express Agent	1							1
Farmer	180	93	31	24	30	41	15	414
Federal Officer			1					1
Financier	3	1						4
Fireman	4	1		1	4	4	3	17
Flight Service Agent					5			5
Foreman			1	1	2	3		7
Fur Operator					2			2
Gas Tester							1	1
Geologist	3	5	9	13	7	16	10	63
Geophysics						9	6	15
Ginner		4		6				10
Governess		4						4
Grain Elevator Operator	2							2
Grocer	5	1		7				13
Highway Department		1	3	18			4	26
Historian							1	1
Horologist	1							1
Hospital Attendant	1						1	2
Housekeeper	23		13					36
Housemother	3			1			3	7
Housewife	108	194	95	106	191	353	287	1,334
Inspector	1	5	10		12	12	5	45
Insurance Agent	10	17	11	6		13	10	67
Journalist	2	6	3	18	3	3		35
Interviewer							1	1

	1909-1923	1924-1930	1931-1936	1937-1941	1942-1946	1947-1951	1952-1956	Total
Jeweler				1				1
Laboratory Work		3	4	21			27	
Laborer	7	12	3	14	2	31	10	79
Landsman							3	3
Laundry Business				1				1
Lawyer	76	10	16	39	19	16	12	188
Librarian	3	7	16	13	15	16	9	79
Life Guard				2		1		3
Lineman							5	5
Linotype Operator	1							1
Lumberman	9	9	2	1	1		2	24
Machinist	1	9	2	13			9	34
Manager	15	16	11	14	28	50	16	150
Maritime Service					1			1
Mathematician							1	1
Mechanic	6	5	3		21	37	7	79
Merchant	40	15	7		9	25	10	106
Messenger							1	1
Meteorologist	1	2		6	4	4	5	22
Microscopist	1							1
Mill Employee	1							1
Miner	1					3		4
Minister	34	28	11	12	11	25	17	138
Missionary		2	5			4	1	12
Motorman	1							1
Musician	1	7	2	14	6	3	3	36
National Reemployment Officer			1					1
Navigator					1			1
Newspaper Work	16	19	2	2		4	14	57
No Occupation	201	135	177	289	320	200	64	1,386
Not Answered	1,124	1,543	929	760	791	402	110	5,659
Notary Public	2							2
Nun	6							6
Nurse	6	11	5	54	150	102	50	378
Nursery				1				1
Oculist	2							2
Oil Business (Field and Refining)	14	16	19	34	16	33	32	164
Operator						12		12
Optometrist					3			3
Paper Hanger	1							1
Passenger Agent		1						1
Pathologist		1						1
Paymaster		1			1			2

	1909-1923	1924-1930	1931-1936	1937-1941	1942-1946	1947-1951	1952-1956	Total
Personnel Supervisor							4	4
Pharmacist	15	9	5		16	11	5	61
Photographer		1		5		6	1	13
Physical Therapist							3	3
Physician	12	4	2	5	4	5	2	34
Physicist						2	5	7
Picture Framer		1						1
Pilot						4		4
Pipeliner				6			4	10
Planter		1						1
Plumber	2					1	2	5
Policeman		1			4			5
Post Office	28	28	21	6	6		8	97
Principal	51	20	17	17	7	9		121
Printer	4	12	2	2	2	2	2	26
Prisoner of War					2	1		3
Prisoner or Reformatory		8			5		7	20
Production Supervisor							2	2
Projectionist							1	1
Psychologist						2	2	4
Public Workman	1							1
Publisher	2							2
Pumpman	1		1					2
Radio			1	3	13	4	12	33
Railroad	20	6		12	4		1	43
Ranching	21	15	4	12	18	11	5	86
Real Estate	11	20		2	7		1	41
Registrar	2	5	1		4	4		16
Religious Worker		5					2	7
Research Analyst				1			2	3
Rodman	2	3	2		4	2		13
Route Agent	1							1
Salesman	30	58	26	33	20	71	54	292
Sanitarian	9							9
Scrap Material Dealer	1							1
Seaman				1				1
Secretary	52	29	20	3	55	78	75	312
Seismologist					3			3
Service Station		1	4	8	4		5	22
Shoe Repairman							1	1
Social Worker	3	6	1	10		4	10	34
Solicitor	1							1
State Legislature					5		2	7

	1909-1923	1924-1930	1931-1936	1937-1941	1942-1946	1947-1951	1952-1956	Total
State Quartermaster		2						2
Statistician		2		6			6	14
Stenographer	132	81	45	65	44	44	18	429
Stockman	1							1
Student	2, 287	1, 173	930	1, 093	1, 579	2, 277	1, 393	10, 732
Superintendent of Schools	78	56	36	19	12	17	4	222
Supervisor	1				18	7		26
Surveyor	1	3	3	5	7	11		30
Tailor		1	2					3
Tapeman	2							2
Teaching	4, 422	4, 047	1, 940	1, 026	737	1, 090	461	13, 723
Technician	3		2	5	26	59	4	99
Telegrapher	2	1	2	1			7	13
Telephone Company		4				7	8	19
Testing Agent		4						4
Texas Board of Health	1							1
Texas Ranger	1							1
Theater Employee		2	1				2	5
Tilesetter							1	1
Ticket Agent			2					2
Tooldresser		1						1
Traffic Manager	1				4		2	7
Travel Agent							3	3
Typist		1	3		2	11	4	21
Undertaker				1	1		5	7
U. S. Censor				1				1
U. S. Dept. of Agriculture	1			10			2	13
U. S. Deputy	1	1						2
U. S. Treasury	15	1	5	3			2	26
Utilities			8					8
Veterans Service Officer						3		3
Veterinarian							2	2
Violinist	1							1
Waiter or Waitress				6	10	4	1	21
Wardsman	1							1
Warehouseman		3				3	4	10
Warrant Officer		1		3				4
Watchman			1	2				3
Welder				9	2	2		11
Well Surveyor							2	2
Window Trimmer							1	1
Youth Director							1	1
	9, 644	8, 169	4, 750	4, 238	5, 406	6, 286	4, 315	42,818

APPENDIX C
COURSES OFFERED BY CORRESPONDENCE IN 1955-1956

COLLEGE OF ARTS AND SCIENCES
- Anthropology
- Bacteriology
- Economics
- English
- French
- Geography
- German
- Government
- Greek
- History
- Italian
- Latin
- Mathematics
- Philosophy
- Physics
- Psychology
- Sociology
- Spanish
- Speech

COLLEGE OF BUSINESS ADMINISTRATION
- Accounting
- Business Services
  - Business Law
  - Business Writing
- Finance, Insurance, and Real Estate
  - Finance
  - Insurance
- Management
- Marketing, Resources, Retailing and Transportation
  - Advertising
  - International Trade
  - Marketing
  - Retailing
  - Transportation

COLLEGE OF EDUCATION
- Curriculum and Instruction
- Educational Administration
- Educational Psychology
- History and Philosophy of Education
- Physical and Health Education

COLLEGE OF ENGINEERING
- Civil Engineering
- Drawing
- Engineering Mechanics

COLLEGE OF FINE ARTS
- Music

BIBLE

ENTRANCE CREDIT (OR HIGH SCHOOL) COURSES
- Bookkeeping
- Citizenship
- Civics
- English
- History
- Mathematics
  - Algebra
  - Plane Geometry
  - Solid Geometry

APPENDIX D

LIST OF SUBJECTS ON WHICH PACKAGE LIBRARIES WERE SUPPLIED IN 1917

An asterisk before a subject indicates that it is suitable for debate.

Ability Tests for Children
Academic Freedom
Accidents, Industrial
Accounting
Actors and Actresses
Adamson Act
Advertising
Agricultural Clubs (for boys and girls)
*Agricultural Credit
Agricultural Education
Agricultural Pests
Agriculture, Cooperative
Agriculture, Economic Aspects
Agriculture, War Measures
Alaska
Alcohol
Alfalfa
Alsace-Lorraine
American Poetry
Animal Parasites
*Arbitration, Industrial
Architecture, Domestic
Argentina
Arithmetic, Study and Teaching
*Armed Merchant Ships
Armies, U. S.
Art, American
Art, European
Art, Study and Teaching
Art and the War
Arts and Crafts
Automobiles
Aviation
Balkan States
Banks and Banking
Barrie, Sir James M.
Bees
Belgium
Biography, Texas
Birds, Protection of
Books and Reading
Boy Problem
Boy Scouts
Brazil
Bread
Browning, Robert
Budget, Household
*Budget, National
Burns, Robert
Cabinet, U. S.
Camouflage
Campfire Girls
Canning and Preserving
Canning Clubs
Capital and Labor
*Capital Punishment
*Censorship
Central America
Child Labor
Chile
China
Christmas
Cigarettes
Citizenship
*City Manager Plan
City Planning
Civic Organizations
*Civil Service
Classical Education
Clean-up Day
Clothing and Dress
Coeducation
College Women

Colleges and Universities
•Commission-Manager Plan
•Compulsory Education
•Conscription
Conservation of Resources
Constitution, U. S.
Contagion and Contagious Diseases
Cookery
Cooperative Stores
•Corporal Punishment
Cost of Living
Cotton
Country Church
Country Life
County Libraries
Courtesy
Crime and Criminals
Cuba
Dairying
Debating
De Morgan, William
Dependent Children
Diplomacy
•Direct Primaries
•Divorce
Domestic Animals
Domestic Science as a Fine Art
Domestic Science in Schools
Drama, American
Drama, European
Drug Habit
Edison, Thomas A.
Education, Effect of War
Education, Elementary
Education, Secondary
Efficiency
•Eight-hour Law, Railroad
Electricity in the Home
•Embargo
Employment Agencies
England, Parliament
England (Present)
English, Study and Teaching
Entertaining
Eugenics
European War, Aerial Operations
European War, American Participation
European War Atrocities
European War Causes
European War, Commercial and
  Financial Aspects
European War Leaders
European War Relief Work
European War, Results of
Evening and Continuation Schools
Feebleminded
Fiction, American
Fiction, European
Flags
Flies
Flowers
Folklore
Food Adulteration
Food Chemistry
Food Conservation
Food Supply
Forests and Forestry
France (Present)
•Free Trade and Protection
Friendship
Fruit Culture
Furniture
Games (School)
Gary System
Geography, Study and Teaching
Germany, Government
Germany (Present)
Girls' Clubs
• Government, National and State
• Government Control of Industries
• Government Control of Railroads
• Government Ownership of Railroads
• Government Ownership of Telegraphs
  and Telephones
Greenhouses and Cold Frames
Halloween
Harbors
Henry, O.
High School Libraries
History, Study and Teaching

•Homestead Law (Texas)
Honor System
Hours of Labor
House Decoration
Howells, W. D.
Hygiene
Illiteracy
Immigrants in United States
•Immigration, Literacy Test
Indians
Industrial Education
Industries
Inventions
Infants, Care and Hygiene
•Initiative and Referendum
Insignia, Military
Ireland
James, Henry
Japan
•Japanese in U. S.
Jews
Journalism
Junior High Schools
•Justice, Administration of
Juvenile Courts
Juvenile Delinquency
Kindergarten
Latin, Study and Teaching
Latin America
•League to Enforce Peace
Libraries, Public
Literature and the War
Lloyd-George
Lynching
Mathematics, Study and Teaching
•Mexico
•Military Training, Universal
•Military Training in Schools
•Mill Tax
•Minimum Wage
Mines and Minerals
•Monroe Doctrine
Montessori Method
Mothers
Mothers' Pensions
Moving Pictures
Moving Pictures, Censorship
Moving Pictures, Educational Aspect
Music
Negroes, Education
Noyes, Alfred
•Old Age Pensions
•Open and Closed Shop
Opera
Oral English
Pageants
Panama Canal
Parcel Post
Parent-Teacher Associations
Peace
Peanuts
Pellagra
Pershing, General J. J.
Peru
•Philippine Islands
Physical Education
Playgrounds
Poe, Edgar A.
Preventable Diseases
Prison Reform
•Prohibition
Public Health
Rats
Reading, Study and Teaching
•Recall (Judges)
•Recall (Judicial Decisions)
Red Cross
Religious Education
Religion (Evangelism)
Riley, J. W.
Roads
Romanticism
Rural Schools
Russia (Present)
Russian Literature
Salesmen and Salesmanship
School Athletics
School Buildings
•School Consolidation
School Credits
School Entertainments
School Exhibits

School Fraternities
School Funds
School Gardens
School Hygiene
School Libraries
School Literary Societies
School Lunches
School Music
Schoolhouses as Social Centers
Seat Work
Servants
Sexual Hygiene
Shakespeare, William
Shaw, Bernard
Shipbuilding
Shipping
*Short Ballot
Short Story
Silk Industry
*Single Tax
*Six-Year Presidential Term
Smith-Lever Law
Social Work
Socialism
Soils
Songs, National
Songs, Popular
South, The
Spain (Present)
Spelling, Study and Teaching
Spies
Storytelling
*Strikes
Study, Supervision of
Submarine Warfare
Switzerland
*Tariff
*Taxation
Teachers' Homes
Teaching
*Tenancy
Texas, Description
*Texas, Division of
Texas, Education
Texas History
Texas, Politics and Government
Texas, Resources
Textbooks
Thanksgiving
Theater
Thrift
*Trade Unions
*Trusts
Tuberculosis
Turkey (Present)
Typhoid Fever
*Unemployment
Vegetable Gardening
Vers Libre
Vivisection
Vocational Guidance
*Wages
War
*War Finance
War Services (Schools)
Water Supply
Wilson, Woodrow
Woman (Business, Feminism, History, Industry, Legal Position, Professions, Relation to War)
*Woman Suffrage
Women's Clubs
Y. M. C. A.
Y. W. C. A.
Rulers, Kings, and Royalty
Scientists and Naturalists
Social Workers and Reformers

APPENDIX E
PACKAGE LIBRARY SERVICE
1955-1956

- Aeronautics and Aviation
  - Aeronautics, Commercial
  - Aeronautics, Military
  - Airlines
  - Airplanes
  - Applications
  - Aviation
  - Aviation in (different countries)
- Agriculture and Rural Life
  - Agricultural Clubs
  - Agriculture
  - Cattle
  - Crops
  - Farm
  - Fruits and Nuts
  - Rural Betterment
  - Soils
  - Vegetables
- Amusements
  - Dancers
  - Dancing
  - Moving Pictures
  - Sports
  - Theatre
- Animals and Birds
  - Animals
  - Birds
- Art
  - General
  - Architecture
  - Arts and Crafts
  - Engraving
  - Illustrations and Illustrators
  - Monuments and Memorials
  - Painting
  - Photography
  - Sculpture
  - American Art
  - Australian Art
  - Austrian Art
  - Belgian Art
  - British Art
  - Canadian Art
  - Chinese Art
  - Czechoslovak Art
  - Danish Art
  - Dutch Art
  - Egyptian Art
  - Flemish Art
  - French Art
  - German Art
  - Greek Art
  - Hungarian Art
  - Indian Art
  - Irish Art
  - Italian Art
  - Japanese Art
  - Latin American Art
  - Mexican Art
  - Norwegian Art
  - Oriental Art
  - Persian Art
  - Polish Art
  - Roman Art
  - Rumanian Art
  - Russian Art
  - Scandinavian Art
  - South American Art
  - Spanish Art
  - Swedish Art
  - Yugoslavic Art

- Biography
  - Collective Biographies
  - Aviators
  - Business and Industrial Leaders
  - Colonial and Revolutionary Leaders
  - Educators
  - Explorers, Discoverers, and Frontiersmen
  - Governmental and Political Leaders, Foreign
  - Governmental and Political Leaders, U. S.
  - Heroes and Heroines
  - Inventors
  - Labor Leaders
  - Lawyers and Judges
  - Military Leaders, U. S.
  - Negro Leaders
  - Orators
  - Philanthropists
  - Philosophers
  - Physicians
  - Presidents, U. S.
  - Presidents' Wives
  - Religious Leaders
  - Rulers, Kings, and Royalty
  - Scientists and Naturalists
  - Social Workers and Reformers
- Books and Reading, Journalism, Libraries
  - Books and Reading
  - Journalism
  - Libraries
- Business Countries
  - Africa
  - Alaska
  - Arabia
  - Arctic and Antarctic Regions
  - Argentina
  - Australia
  - Austria
  - Belgium
  - Bolivia
  - Brazil
  - Canada
  - Central America
  - Chile
  - China
  - Colombia
  - Cuba
  - Czechoslovakia
  - Denmark
  - Ecuador
  - Egypt
  - England
  - Europe
  - France
  - Germany
  - Great Britain
  - Greece
  - Hawaiian Islands
  - Hungary
  - India
  - Indonesia
  - Ireland
  - Italy
  - Japan
  - Korea
  - Mexico
  - Netherlands
  - Palestine
  - Panama
  - Paraguay
  - Peru
  - Philippine Islands
  - Poland
  - Portugal
  - Russia
  - Scotland
  - South America
  - Spain
  - Sweden
  - Switzerland
  - Turkey
  - United States
  - Uruguay
  - Venezuela

- Customs, Folklore, and Antiquities
  - Antiquities
  - Customs
  - Folklore
  - Education
  - Federal Regulation
  - Government Ownership and Control
  - Insurance
  - Labor
  - Moving Pictures
  - Municipal Government
  - Presidential Election
  - Radio
  - Referendum
  - Taxation
  - Water-Power Resources
- Economic and Social Problems
  - Commerce
  - Conservation of Resources
  - Family Life
  - Finance--Private
  - Government Ownership
  - Hospitals
  - Housing
  - Immigration
  - Industrial Problems
  - Government Regulation of Industry
  - Insurance
  - Liquor Problem, U. S.
  - Negroes
  - Old Age
  - Population
  - Prices
  - Social and Economic Security
  - Social Work
  - Taxation
  - Unemployment
- Education
  - Colleges and Universities
  - Education in (different countries)
  - Education of (different groups)
  - Educators
  - Elementary Education
  - School
  - School Children
  - School Program Material
  - Teaching of (different subjects)
  - Teachers
  - Teaching Methods
- Fire Prevention
  - Fire
  - Fireproof Construction
- Flowers and Landscape Gardening
  - Flowers
  - Landscape Gardening
- Forests and Forestry
  - Forests and Forestry in (different areas)
  - Products
  - Trees
- Government and Politics
  - Civil Rights
  - Communism
  - Courts of Law
  - Elections and Suffrage
  - Federal and State Relations
  - Forms of State
  - Government Ownership
  - International Affairs
  - Municipal Government
  - Political Parties
  - State and County Government
  - United States Government
- Health and Medicine
  - Diseases
  - Drugs
  - Medical
  - Medicine
  - Nurses and Nursing
  - Public Health
  - Safety Movement
  - School Health Work

- Home Life and Home Building
    - Children
    - Clothing and Dress
    - Entertaining
    - Family Life
    - Foods and Cookery
    - Foods and Cookery, Foreign
    - Household Management
    - Houses
    - Interior Decoration
- Indians of the United States
    - Lives of Famous Indians
    - Social Life and Customs
    - Tribes
- Industries, Manufactures, and Mining
    - Mining and Minerals
- Literature
    - General
    - American Literature
    - Australian Literature
    - Belgian Literature
    - Canadian Literature
    - Chinese Literature
    - Czechoslovak Literature
    - Dutch Literature
    - English Literature
    - Finnish Literature
    - French Literature
    - German Literature
    - Greek Literature
    - Hebrew Literature
    - Hindu Literature
    - Hungarian Literature
    - Icelandic Literature
    - Irish Literature
    - Italian Literature
    - Japanese Literature
    - Latin American Literature
    - Latin Literature
    - Mexican Literature
    - Persian Literature
    - Polish Literature
    - Russian Literature
    - Scandinavian Literature
    - Scottish Literature
    - South American Literature
    - Spanish Literature
    - Yiddish Literature
- Mental and Psychological Problems
- Moral and Ethical Problems
- Music
    - General
    - Composers and Musicians
    - Nationalities
    - Opera, Songs, Singers
- Parks
    - National Monuments
    - National Parks
    - State Parks and Reserves
- Radio and Electricity
    - Electric
    - Radio
- Religion
    - Bible
    - Church
    - Religious Institutions and Affairs
- Science
    - Anthropology
    - Astronomy
    - Biology
    - Botany
    - Chemistry
    - Geology
    - Paleontology
    - Physics
    - Zoology

- Texas
  - Art
  - Biography
  - Collective Biography
  - Bandits and Pirates
  - Business and Industrial Leaders
  - Colonizers and Filibusters
  - Educators
  - Frontiersmen and Cattlemen
  - Governmental and Political Leaders
  - Heroes and Heroines
  - Military Leaders
  - Philanthropists
  - Physicians
  - Pioneer Women
  - Religious Leaders
  - Scientists and Naturalists
  - Cities and Towns
  - Counties
  - Description
  - Economic and Social Problems
  - Education
  - Emblems of Texas
  - Fairs
  - Folklore
  - Government and Politics
  - Municipal Government
  - State Government
  - History
  - Indians
  - Industries and Resources
  - Libraries
  - Literature
  - Music
  - Theater
  - Women
- Transportation and Communication
  - Automobiles
  - Bridges
  - Canals
  - Railroads
  - Roads
  - Telephone
  - Transportation
  - Tunnels
  - Waterways
- United Nations
  - History
  - Organization
  - Relations to Countries
- Vocations and Vocational Guidance
  - Occupational Opportunities
  - Vocations
- Women
  - Women and Home
  - Women and Politics
  - Women and War
  - Women's Clubs
- World War I, 1914-1918, and World War II, 1939-1945
  - Participation in World War I
  - Participation in World War II
  - U. S. Veterans Administration
  - War and United States

APPENDIX F

The following slide sets were available from the Bureau of Extension, Division of Visual Instruction, for school and community instruction and entertainment in 1923. A typewritten lecture accompanied each set.

Oats
Alfalfa
Gardening
Diversified Farming
Sheep
Development of Agriculture
Soil
Dairy
Livestock
Poultry
Weeds Mean Waste
Corn is King
Home Canning by Cold Pack Method

Wild Animals

Great Paintings
Masterpieces
Figure Paintings
Child in Art
Architecture
Sculpture
Panama Pacific Exposition
Plane Geometry and the Greek Vase
Sculpture as an Accessory to Architecture
Christ Child and Madonna
Famous Paintings
Children's Pictures for Children
Scandinavian Art
Christmas Spirit in Art

Birds
Sea Bird Sanctuaries of Texas
Forms and Colors of Flowers in Their Relation to Insect Visits
Burbank's Plant Creations
Texas Wild Flowers (four sets)
Construction and Hygiene of School Buildings
Improvement of School Grounds
What Are You Doing for Your School?
History of Consolidation of Schools
Rural School Buildings and Grounds
Recreation, Plays, and Games
Home Beautification
Better Homes
Good and Bad Housing Conditions
City Planning

Oral and Written English

Class Lesson on the Panama Canal
Physical Geography

Niagara Falls

Malaria
Functions and Use of Food Products
Causes and Prevention of Blindness
Tuberculosis
Child Welfare
Trap the Fly

Girls' Training School at Gainesville
Scenic Wonders of Our West
Tour of the United States
Around the World in Eighty Minutes

- Panama Canal
- Palestine and Syria
- Grand Canyon of the Colorado
- South Germany and the Rhine
- The Father of Our Country
- The Awakening Orient
- George Washington
- Egypt
- Rome (for beginners in Latin)
- Ancient Rome
- Greek and Roman Mythology
- Babylonia and Assyria
- The Holy Land
- Japan
- Children of Different Lands
- Forest Conservation
- The Mexican Border
- Alsace
- Glacier National Park
- A Tour Through England, France, Germany, and Russia
- Roman Life
- Women in the World War
- From Texas to the Yellowstone Park in a "Flivver"
- An Hour in Historic Paris
- Belgium in the World War
- Russia
- Germany's Dream of World Empire
- The Story of the Growth of a Great Democracy
- Tibet
- History Demonstration Lesson
- Why Germany Failed
- Texas School for the Blind
- Davis, Lee, and Jackson
- Abraham Lincoln
- France in War Days
- Cuba
- Arctic Explorations
- The Hudson River
- Jamaica
- The Story of the Flag
- The Bell and the Flag
- America and Destiny
- Grandeur of the Rockies
- South America
- Mexico
- Central America
- Alaska
- India
- India, as Seen by a Missionary
- Mount Ranier
- Venice
- The Missions of Texas
- A Tour of Sweden
- Voyages of the Vikings
- Scenes in the Alps
- Switzerland
- Old New York
- Spain
- Scenes from Southern Spain
- Yellowstone National Park
- A Trip to Swedish Lapland
- Boston
- Philippine Islands

- Some Things You Should Know About the Silk Industry
- Aviation
- Interesting Facts About Money
- Iron and Steel Industry
- Some Playthings, Games and Amusements of Greek and Roman Children
- Wanderings of Aeneas

- Sir Walter Scott
- Hiawatha
- Evangeline
- Shakespeare

- Social and Economic Returns from Good Roads
- Selection of the Type of Road Surface
- Maintenance of Dirt and Gravel Roads

- Illustrated Songs
    - "America"
    - "Star Spangled Banner"
    - "My Old Kentucky Home"
    - "Abide With Me"
    - "Blest Be the Tie"
    - "I Need Thee Every Hour"

"Jesus, Lover of My Soul"
"Nearer My God to Thee"
"Now the Day Is Over"
"Oh, Little Town of Bethlehem"
Exhibits of Thirty-five Colored Art Prints
"Lead, Kindly Light"
"Rock of Ages"
"The Ninety and Nine"
Stereographs and Stereoscopes

In addition to the slide sets listed above, the Division had over five thousand miscellaneous slides which included information about practically every country in the world.

Films

The Division was constantly acquiring new releases and sending back old releases to the manufacturers. It was therefore, practically impossible to prepare a complete film list. However, most of the following industrial film releases were in service in Texas during 1923.

Non-Rental

Child Welfare
Condensed Milk
Uncle Sam--Insurance Agent
Texas A&M Football Game in 1921
Golden Locks and the Three Bears
Evolution of a Stenographer
Training Mechanics
Our Children
Stephen F. Austin
University of Texas (Parade)
College of Industrial Arts, Denton
Mothers' Congress Activities
Suds, Manufacture of Soap
Jupiter's Thunderbolt (electricity in use)
Threads of Romance (lace)
Across the Atlantic on a Great Liner
Coal Mining in North Dakota
Dame Fashion
Engineers, James Howden & Co.
English Blind Babies
Evangeline Land, Nova Scotia
Farming in Emmons County, North Dakota
Fort Williams, Canada
From Field to Foot--Durham Hosiery Mills
Greater America
On Horseback After Fish on Untrod Trails
How to Keep Food Hot or Cold
Ice Fields and Ice Mountains in the Canadian Rockies
In the Beef and Butter Country, Southern Alberta
Lake Asphalt, Lake Asphalt Co.
Livestock Marketing
McGraw Tire and Rubber Co., East Palestine, Ohio

Making of Paper Board and Folding Paper Boxes and Fiber Shipping Cases
Meat Packing Industry, Mutton
Modern Method of Refining Sugar
Motor Car and Aeroplane Manufacturing
New York City
North Dakota State Fair--1920
North Dakota--Sunshine State--Bread Basket of the World
Opportunity--A Picture Story of the Great Farming Lands of Canada
Romance of Thread
Royal Gorge of Colorado
Ship and Dredge Builders
Stock Judging
Tea and Cotton Warehousing
Tool Making
Valley of Hearts Delight
War Review
Winding Wires for Colliery Ropes, Silver Industry
Apple Orchards That Pay
Back of the Button (electricity)
Blue Bonnet Gingham Mills, New Braunfels, Texas
Dental Film
From Calves to Kiddies
History of the Telephone
Jean Grolier (Uneeda Biscuit)
Lake Asphalt
Legend of the Corn
Manufacture and Uses of Sulphate Ammonia
Mexico and Its Oil
Modern Shoe Making
Power of the Press
Prize Potatoes (Fertilizer)
Pyrene vs. Peril (Fire Extinguisher)
Sixth Sense Test (Baking Powder)
Spiral Fire Escape
Story of a Stick (Lumber)
Story of Sulphur
Story of a V-shaped 8-Cylinder Motor Car
Successful Corn Culture
Water Power
What Every Car Owner Should Know
Story of An Automobile
From Car to Can
Birth of a Hat
Romance of Glass
The Serpent's Tooth
The Story of the Orange (part in colors)
From Cocoon to Spool
Bunch of Sheep on Every Farm
Cocoa--From Bean to Cup
Story of Petroleum
The Story of Steel

Rental Films

Recreational programs were made up from the rental films at a cost of $2 per reel. No registration fee was required for this service.

The Blind Fiddler
Billy and the Big Stick
The Boy Who Cried Wolf
Cy Whittaker's Ward
Julius Caesar
Kidnapped
In Love's Laboratory
Man's Triumph Over the Mighty Forest
One Kind of Wireless
The Pied Piper of Hamelin
Puss in Boots
Putting the Bee in Herbert
Star Spangled Banner
The Story of Plymouth Rock
The Story of the Willow Plate
The Story the Keg Told Me
Two Kentucky Boys

APPENDIX G

The following is a list of available bulletins for 1956-57:

Constitution and Rules of the Interscholastic League 1956-57. No. 615, 176 pages

Ready Writers Handbook, by Dr. Powell Stewart of the English Faculty

Debate

Debate Question: Resolved, That the Federal Government Should Sustain the Prices of Major Agricultural Products at Not Less Than Ninety Percent of Parity

Agricultural Parity Packet

American War and Peace Aims (1943)

British System of Radio Control (1933)

Equalization of Educational Opportunity (1941)

Government Control of Cotton Production (1935)

Increasing the Severance Tax on Natural Resources (1948)

Limiting Taxes on Tangible Property (1932)

Medical Care (1946)

Nationalization of Munitions (1936)

Natural Resource Tax (1940)

Peacetime Military Training (1945)

Radio Control (The Reference Shelf) (1933)

Required Arbitration of Labor Disputes (1947)

The Sales Tax (1938)

Socialized Medicine (1939)

Texas Legislature: One House or Two? (1937)

Trial by Jury (1930)

Unicameral System of Legislation (1937)

War Service (1951) Vol. II

Welfare State (1950) Vol. II

World Organization (1942) Vol. I, Vol. II

Declamation

Junior and Senior Declmation Bibliography, No. 5617

Drama Loan Service

Mathematics

Developing Number Sense (1945), No. 4526, 32 pages

Slide Rule Test Sheets

Beginner's Slide Rule Manual (1952), No. 5217

Number Sense Test Sheets

Music

Prescribed Music (Revised for 1956-57)

The Role of Music in General Education (1948)

Making Friends in Music Land, Book VI (1935)

Making Friends in Music Land, Book VIII (1941)

Sing We All Noel, Christmas and Twelfth Night Suggestions for Home, School, Church, Recreation Center, Club and Community, by Agustus Delafield Zanzig. No. 4147, 42 pages

Plays

A List of Suggested Plays (1956-57)

Shorthand

Shorthand Tests

Typewriting

Typewriting Tests

Spelling

Word List for Interscholastic League Spelling Contest (1956-57)

Art Appreciation

Picture Memory Bulletin (1956)

Miscellaneous

Athletics--For Better or Worse By Dr. Chas. W. Flint, formerly Chancellor, Syracuse University

Girls' Basketball Guide 1956-57

Relationship of Scholarship in School to Later Success in Life

Speech Teaching, A Vital Problem in Public Education, by Harry G. Barnes, Ph. D.

The Speech Teacher and Competition (1941)

U. I. L. Athletic Record Handbook

APPENDIX H
CUMULATIVE LIST OF PUBLICATIONS AND TEACHING AIDS

Early Conference Reports

These conference reports include a compilation of the major items of activity as carried on in the conference. Representative conference reports include:

Report of a Conference of Men Having a Supervisory and Managerial Responsibility in Street and Railway and Interurban Electric Systems in Texas, held at Austin, Texas, June 26-July 8, 1922, 48 pages

Report of Foremanship Conference, Humble Oil & Refining Company, Baytown, Texas Mimeographed, 100 pages, 1928

Report of Itinerant Instructor Training Course for Instructor Managers of Southwestern Ice Manufacturer's Association - Employee Training Course, August 24-26, 1931, 65 pages, Printed Cover, Mimeographed.

Report of Conference for Improving Service of Milk Salesman, Prices Dessert Gold Dairies, Held at El Paso, Texas, February 8-26, 1932, 28 pages

Report of Conference on Improving Foremanship, Held at Ranger, Texas, Lone Star Gasoline Company, October 16-21, 1933, Mimeographed, 31 pages

Report of Conference of Department Heads, The Lone Star Gas System, Held at Dallas, Texas, May 14, 1934, 24 pages.

Report of Institute for Cleaners and Dyers, Held at Driskill Hotel, Austin, Texas, May 20-24, 1935, 61 pages

Course of Study for Use in Part Time General Continuation Classes in Department Stores, The University of Texas Bulletin 2314, April, 1923

GENERAL OFFICE MATERIALS AND UNCLASSIFIED

Handbook and Instructor's Manual for Public School Custodian-Engineers by Ray L. Martin, Mimeographed, 189 pages, 1933

Handbook and Instructor's Manual for Public School Custodian-Engineers by Ray L. Martin, Mimeographed, 207 pages, 1938, Revised by C. Cyrus

Handbook for Public School Custodian-Engineers, Mimeographed, 353 pages, 1940, revised

Air Conditioning, Conference Text, Mimeographed, 129 pages, 1937, by Degler and Wilkinson

Outline For the Study of Textiles by Beatrice Davis and Laura J. Wilson, Mimeographed, 119 pages, 1938

Annotated Bibliographies of Business Education, Mimeographed, 82 pages, 1938-1939

Annotated Bibliographies of Trades and Industries, Mimeographed, 168 pages, 1938-1939, revised

Annotated Bibliographies for Part-Time Cooperative Programs (Trade and Industrial), Revised March, 1944, Mimeographed, 206 pages

Notes on Water Meter Repair, Mimeographed, 13 pages, 1945

Automotive Servicing, Engine Tune-Up and Automotive Electricity by Crawford and Frede, Mimeographed, 117 pages, 1945

A Study of Women at Work in Texas, Offset, 101 pages, 1946

HOUSEHOLD SERVICE SERIES

Household Employment by Pasdral and Murray, Mimeographed, 46 pages, 1936

Handbook for Instructors of Part-Time and Evening Trade Extension Classes in Meal Planning and Cleaning, Mimeographed, 243 pages, 1938 (original)

Handbook for Instructors of Part-Time and Evening Trade Extension Classes in Home Laundry, Mimeographed, 78 pages

Handbook for Instructors of Part-Time and Evening Trade Extension Classes in Care of the House, Mimeographed, 94 pages, 1940

COURSE OUTLINES FOR TRADE TEACHERS

Course Outline for Auto Mechanics, Fourth Edition, 1939, Mimeographed, 28 pages

Junior Aviation Mechanics, Mimeographed, 80 pages, 1941

Course Outline in Cosmetology and Hair Dressing, First Edition, 1936, Typed, onion skin paper, 31 pages

Course of Training for Cafeteria, First Edition, 1936, Typed, 26 pages

Outline of English Course for Boys in a Trade School, Mimeographed, 16 pages, 1936

Course Outline for Horology, First Edition, 1944, Typed, 8 pages

Course Outline for Machine Shop Practice, Third Edition, 1938, Mimeographed, 66 pages

Course of Study for the Meat Cutter's Trade, Mimeographed, 30 pages, 1937

Course Outline for Ornamental Iron Work, Second Edition, Mimeographed, 7 pages, 1939

Course Outline for Power Machine Sewing, Second Edition, Mimeographed, 7 pages

Course Outline for Yard Work, First Edition, 1938, Typed, 15 pages

Course Outline for Vocational Cooking and Baking Classes, Second Edition, 1941, Mimeographed, 44 pages

WAR INDUSTRY TRAINING

Course of Study for Aircraft Electricity, Mimeographed, 32 pages, August, 1941

Aircraft Sheet Metal, Mimeographed, 50 pages, 1943

Course of Study for Aircraft Welding, Mimeographed, 49 pages

Information Sheets on the Hydraulic Operation of Machine Tools (for Texas Steel Mfg. Company - projectiles), Mimeographed, 33 pages, 1943

Training Heavy Plate Welders, Mimeographed, 9 pages, 1943

Course of Study for Marine Sheet-Metal, Mimeographed, 104 pages, October, 1941

Course of Study in Marine Pipe Fitting, Mimeographed, 59 pages, 1942

Course of Study for Marine Electricity, Mimeographed, 71 pages, 1942

Course of Study for Shipyard Outside Machinist, Mimeographed, 65 pages, July, 1942

MORE RECENT CONFERENCE REPORTS

Report of Conference on Accident Prevention Through Better Supervision for Drilling Industry, P. J. Phillips, Held at Levelland, Texas, April 12-26, 1948 (Evenings), Mimeographed, 16 pages

Report of Conference on Accident Prevention Through Better Supervision for the Oilwell Drilling Industry, William H. Herndon, Held at McAllen, Texas, January 3-7, 1949, Mimeographed, 17 pages

SUBJECTS FOR TEACHING OUTLINES

Automotive Body and Paint Repair, Mimeographed, 12 pages, 1946

Automotive Servicing, Mimeographed, 10 pages, 1946

Automotive Parts Stockkeeping, Mimeographed, 14 pages, 1946

Building Trades, Mimeographed, 24 pages, 1946

Electrical Appliance Repair, Mimeographed, 3 pages, 1946

Electric Wiring Installation, Mimeographed, 5 pages, 1946

Machine Shop Practice, Mimeographed, 16 pages, 1946

Mill Cabinet Making, Mimeographed, 63 pages, 1946

Painting, Mimeographed, 30 pages, 1946

Printing, Mimeographed, 13 pages, 1946

Radio Servicing, Mimeographed, 17 pages, 1946

Refrigeration Servicing, Mimeographed, 31 pages, 1946

Sheet Metal Practice, Mimeographed, 12 pages, 1946

Welding, Mimeographed, 15 pages, 1946

INDUSTRIAL COOPERATIVE TRAINING MANUALS

Auto Parts Work, Mimeographed, 203 pages, 1946

Electric Motor Repairing, Mimeographed, 183 pages

Machine Shop Practice, Mimeographed, 140 pages, 1948

Meat Cutting, Mimeographed, 318 pages

Printing, Mimeographed, 227 pages

Radio Servicing, Mimeographed, 200 pages, 1948

Refrigeration Servicing, Mimeographed, 134 pages, 1947

Sheet Metal Work, Mimeographed, 355 pages, 1948

Group Discussion, Mimeographed, 56 pages

SUPERVISORY TRAINING

Human Relations in Industry by Bowler, Offset, 123 pages, 1946

Improving Job Methods, Mimeographed, 107 pages, 1948

Job Instruction Training, Mimeographed, 117 pages, 1946

The Techniques of Conference Leadership by Bowler, Mimeographed, 29 pages

SCHOOL SURVEYS

A Survey To Determine the Need for Vocational Education, Held at Tyler, Texas, May 8-20, 1937. 33 pages

A Survey to Determine the Need for Vocational Education, Held at Corpus Christi, Texas, May 9-22, 1937. 41 pages

Needs for Occupational Training, Held at Amarillo, Texas, 1939. 33 pages

VOCATIONAL INDUSTRIAL CLUB

Ritual of Initiation, Offset, 24 pages, October, 1947

Official Handbook - Vocational Industrial Club of Texas, Offset, 53 pages, November, 1947

MANUALS FOR APPRENTICE TRAINING

Workbook for Pipe Fitters Apprentices, Year I, Mimeographed, 98 pages, 1949

Workbook for Carpentry Apprentices, Year I, First Semester, Mimeographed, 95 pages, 1949

APPENDIX I
LIST OF HEALTH EDUCATION BUREAU PUBLICATIONS, 1935

Addresses-Fourth Texas Conference on Child Health and Protection

Announcing A Service Worth Knowing About

Beautification of Home Grounds

Better Babies on Texas Farms

Care and Preservation of Food in the Home

Cleanliness and Health

Conference on Citizenship, Education Home Welfare

Cooking Tough Meats

Cotton Seed Flour as a Human Food

Family's Food, The

Food Conservation To Help Win the War

Food for Children

Food for Growing Children

Food for Infants and Growing Children

Furnishing and Decoration of a Home, The

Happy Days, Third Grade, Taylor Schools

Home Economics Week

Home Welfare and Domestic Economy

How the School Lunch May Contribute to Health Education

How to Conduct a Baby Health Conference

Inauguration of the Hogg Foundation, The

Instructions for Conducting a Child Health Conference

Irish Potato, The

List of Available Health Literature

Manual of Physical Education for Elementary Grades

Meat, Its Value as Food, and Its Proper Preparation

Mental Health in Time of War

Mental Hygiene and the Texas Society for Mental Hygiene, 1935

Mental Hygiene in Action

Mental Hygiene Moves Forward

Nutrition and Health Conference

Nutrition and Hygiene of the Nursery School Child

Nuts and Their Uses as Food

Planning of Simple Homes, The

Plays and Games

Pre-School Guide, A

Principles of Menu Making, The

Problem of the School Luncheon, The

Programs of the Second Conference, Ninth District Texas Congress of Mothers & PTA

Pure Milk and How To Get It

Putting the Home on a Business Basis

Red Cross Program for Schools

Save the Fat

Save the Sugar

Save the Meat

Save the Wheat

Schoolhouse Meeting - Child Betterment

Schoolhouse Meeting Discussion of How To Feed the Family for Health and Efficiency

Seasonable Fruits and Their Uses

Service Worth Knowing About, A

Short Courses in Home Economics

Simple Cooking of Wholesome Food for the Farm Home

Simple Course in Home Economics for Rural Schools, A

Six Texas Food Products

State Program of Mental Hygiene, A

Study Outlines of Domestic Economy Course

Study Outlines of Elizabeth Harrison's "Child Nature"

Study Outlines of Tyler's "Growth and Education"

Suggestions for Infant Feeding

Taylor Health Program

Texas Congress of Mothers & PTA

Uses of Foods and the Proper Balancing of the Diet, The

Uses of the Peanut on the Home Table, The

What the Baby Health Conferences Teach

What To Feed the Family

What To Feed a Child During the First Year

Why Children Need Play

Why Grown-Ups Need Play

Why Register Births and Report Cases of Sickness?

Yeast Bread and Its Variations

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